



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

**PRE-PRIMARY 1 MATHEMATICS ACTIVITIES, ENVIRONMENTAL
ACTIVITIES, PSYCHOMOTOR AND CREATIVE ACTIVITIES
CURRICULUM DESIGNS**

FOR LEARNERS WITH HEARING IMPAIRMENT

VOLUME 1

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FOREWORD

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “an engaged, an empowered and ethical citizen “while the mission is to “to nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education, outlines the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment, resources and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other subjects.

It is my hope that all educators in Early Years Education level will anchor their delivery of Basic and Teacher education on these Curriculum Designs.

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National Goals of Education

The Framework will be anchored on the National Goals of Education.

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should develop in the learner necessary competences for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4 Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Kenya Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practice shared responsibility and accountability through community service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

Core Competencies for Basic Education

Communication and Collaboration

Communication is the act of transferring information from one place to another, whether vocally, visually, or non-verbally. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Spitzberg (1988) defines communication competence as the ability to interact well with others in terms of accuracy, clarity, comprehensibility, coherence, expertise, effectiveness and appropriateness. On the other hand Friedrich (1994) suggests that communication competence is best understood as "a situational ability to set realistic and appropriate goals and to maximize their achievement by using knowledge of self, other, context, and communication theory to generate adaptive communication performances."

In this respect, it can be argued that being able to communicate effectively as intended is the most important of all life skills. How well information can be transmitted and received is a measure of how good our communication skills are. Developing communication skills helps in all aspects of an individual's life.

Parks (1985) maintains that communicative competence can effectively be measured by determining if, and to what degree, the goals of interaction are achieved. He emphasizes three interdependent themes: control, responsibility, and foresight; and argues that to be competent, learners must not only 'know' and 'know how,' but rather they must also 'do' and 'know that we did'. He defines communicative competence as the degree to which individuals perceive they have satisfied their goals in a given social context without jeopardizing their ability or opportunity to pursue their other subjectively more important goals.

A useful framework for understanding communication competence was designed by Spitzberg and Cupach (1984). They propose a model that can be used to understand communication referred to as the component model of competence. The model asserts that communication competence is mutually defined by the interdependency of the cognitive component (concerned with knowledge and understanding), the behavioural component (concerned with behavioural skills), and the affective component (concerned with attitudes and feelings about the knowledge and behaviours) by interactions in an interpersonal encounter within a specific context.

This then implies that education at each level should endeavour to enhance the learner's acquisition of effective communication skills through which they can interact and express themselves during the learning process. In this respect, it would be prudent to be cautious when deciding on the language to be used as a medium of instruction at the early year's education level. It is also important to take cognizance of appropriate modes of communication for learners with special educational needs.

Collaboration is the process of two or more people or organizations working together to realize shared goals. Collaboration may require leadership, although this can be social within decentralized or egalitarian groups or teams that work collaboratively in relation to gaining greater resources, recognition and motivation. Strategies for effective communication enhance the attainment of greater collaboration among groups that ultimately increase the success of teams as they engage in collaborative problem solving. Collaboration is also present in opposing goals exhibiting the notion of adversarial collaboration, though this is not a common case for using the word. Collaborative learning is a system in which two or more people co-operate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Collaborative learning is designed to help learners learn from each other and can be an important aspect of the school curriculum. Lesson plans for collaborative learning may vary greatly. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many team building games and activities that can be done in a classroom that force learners to work together to complete a task. Other collaborative learning exercises are designed around a particular school subject. For instance, in a speech class, a teacher might put learners up into teams and have them work together to make a presentation on a subject together. In this scenario, learners can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate.

Self-efficacy

Self-efficacy is a person's belief about his or her capabilities to perform tasks or assignments that can change and transform his or her life. It determines how the person feels, thinks, behaves and motivates themselves. Self-efficacy has the potential to determine four major processes namely cognitive, motivational, affective and selection processes.

A strong sense of self-efficacy enhances a learner's accomplishment and personal well-being in many ways. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided. Self-efficacy fosters intrinsic interest and deep engrossment in activities. Learners set themselves challenging goals and maintain a strong commitment to them.

Self-efficacy as a competence will enable learners to develop and nurture intra-personal skills and values such as self-awareness, self-esteem, confidence and personal integrity. These competencies will enhance the learner's ability to heighten and sustain efforts in the face of failure and effectively manage stressful situations. A learner with a strong sense of self-efficacy will be courageous and bold enough to set and pursue personal educational, family, community, entrepreneurial, professional, and career goals in all forms of

employment that will lead to personal accomplishment (British Council, 2016). An efficacious learner will be aware of the resources at their disposal and will take personal responsibility for the use, care, management, protection and preservation of these resources.

A learner with strong self-efficacy will be internally motivated to establish and maintain healthy interpersonal relationships. They will demonstrate interpersonal relationship skills such as assertiveness, empathy, effective communication, negotiation skills, non-violent conflict resolution skills and peer pressure resistance skills. Creative and critical thinking that leads to effective decision making and problem solving is based on a strong sense of self-efficacy (British Council, 2016). Capacity building of teachers and parental engagement are two crucial factors that would determine acquisition of self-efficacy. The school will be expected to provide opportunities for parents to be empowered and engaged in the affairs and welfare of their children's education.

Critical Thinking and Problem Solving

An important outcome of quality education is teaching learners how to think critically. The British Council (2015) identifies three types of thinking: reasoning, making judgements, and problem solving. It is possible for learners to reason in an uncritical way. When learners are empowered with critical thinking, they avoid being subjective, and use logic and evidence to arrive at conclusions. Critical thinking also facilitates exploring new ways of doing things and learner autonomy. Learners learn that for every issue there are multiple perspectives that they can explore, rather than a rigid recall and regurgitation of information.

Critical thinking is important for lifelong learning. It helps learners to have an open mind and be ready to listen and appreciate information and opinions that may sometimes conflict with their earlier held beliefs and positions. Critical thinking and problem solving are useful for learners of all ages and in all the subjects and disciplines offered in the basic education curriculum. For example, in the sciences learners need to think critically about observations and patterns to develop ideas on how to solve problems. These competencies are also important for solving problems in their lives and communities, and will ultimately help them to fulfil their potential, which is the vision for the basic education curriculum. This will contribute to addressing the unemployment challenge in Kenya.

Critical thinking and problem solving will be developed through age appropriate activities and programmes in the school curriculum. For example, at pre-primary school level learners can be asked to come up with the best ways of using and keeping their books, stationery and other personal items safe. At the other end of the basic education spectrum, learners can be asked to come up with the best ways of addressing the challenge of scarce resources such as water in the school and community.

Creativity and Imagination

Creativity and imagination refers to the ability to form new images and sensations in the mind, and to turn them into reality (British Council, 2016). It is the ability to imagine things that are not real, to form pictures in the mind of things that one has not seen or experienced, and turn those pictures into real things. It also refers to the act or power of forming mental images of things that are not present to the senses, or that are never wholly perceived in reality, and creating physical representations of those images. Imagination only exists or happens in the mind, and it remains in the mind. Creativity and imagination on the other hand, is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. It is a phenomenon whereby something new and valuable is formed.

In educational terms, creativity and imagination refers to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations. Learners who are imaginative and creative are able to make life interesting for themselves and others around them. They are able to use the knowledge, skills and values acquired in the learning process to create new ideas that result in products that add value to their lives and to the lives of others around them. The competence based curriculum recognizes this hidden ability in learners. It will therefore, inspire learners' imagination by presenting knowledge in ways that encourage learners to think as individuals. It will create scenarios that help learners to engage in imagination and encourage them to develop creations steered by the imagination. Their ability to imagine will be stretched through exposure to challenging situations that help to expand their thinking and creativity skills. The curriculum will also create room for innovative ways of teaching as well as creating an environment conducive to learning that offers all learners opportunities to explore their full potential in and through creativity and imagination.

Citizenship

Historically, human beings have always formed communities based on a shared identity. Such identities are forged in response to a variety of human needs, which might be economic, political, religious or social. As group identities grow stronger, those who hold them in commonality with others organize themselves into communities, articulate their shared values, and build governance structures to support their beliefs. The individuals in these communities identify themselves as citizens.

Citizenship is the state of being vested with the rights, privileges, and duties of a citizen. It creates a sense of belonging and attachment to one's nation. A sense of citizenship helps to equip young people to deal with situations of conflict and controversy knowledgeably and tolerantly. They are able to understand the consequences of their actions, and those of the adults around them.

Global citizenship is a way of living which recognizes that our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally. It nurtures personal respect and respect for others, wherever they live. It encourages individuals to think deeply and critically about what is equitable and just, and what will minimize harm to our planet.

Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours which are necessary to effectively and safely use a wide range of digital content and devices. Such devices include mobile phones, smart phones, tablets, laptops and desktops among others. All these fall within the category of network enabled devices. Digital literacy focuses mainly on network enabled devices and should not be confused with computer literacy skills. However, traditional forms of literacy and computer literacy are enhancers in the acquisition of digital literacy skills.

Individuals are presumed to be digitally literate if they possess a broad range of digital skills and knowledge, and have a basic understanding of the potential uses of computing devices. Digital literacy skills also include being able to use computer communication networks, being able to engage in online communication and social networks, being aware of and adhering to ethical behaviour protocols, being aware of societal issues raised through digital media, and being able to search, evaluate and use information channelled through digital platforms. Furthermore, the digital literate individual should also have the ability to safely and securely use technology while being able to assess the nature of the information acquired in order to support and enhance the environment (British Council, 2015). Digital literacy as a competence therefore encompasses knowledge and skills concerning the appropriate application of a variety of hardware platforms such as computers, tablets and mobile devices, and their software including but not limited to web search or internet application software. Digital literacy is a dynamic competence due to the fast-changing world of information communication technology and the ongoing development of technological devices as well as their related software. This is an area in which there is constant innovation and development as the industry attempts to keep up with a globally increasing demand for efficient and effective communication technologies.. Currently, digital literacy is considered as one of the main core competencies for learning and life in the 21st century. It challenges existing thinking and practice while leading to a more innovative, creative and often transformational learning.

Learning to Learn

Learning is a continuous process that begins at birth and continues until death; it is the process through which we use our experience to deal with new situations and to develop relationships. As a concept, it involves far more than thinking as it incorporates the whole personality – senses, feelings, intuition, beliefs, values and will. If we do not have the will to learn, we will not learn and if we have learned, we are actually changed in some way. If the learning makes no difference it can have very little significance beyond being random ideas that float through our consciousness.

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning by the effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn helps learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. There are four pillars of learning: Learning to know, learning to do, learning to be and learning

Learning Outcomes for Early Years Education

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

MATHEMATICS ACTIVITIES

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question
Classification	(a) Sorting & grouping 8 lessons <ul style="list-style-type: none"> • Sameness • Colours • Sizes • Shapes 	The learner to: a) Identify similarities and differences between objects in their environment. (K) b) Sort and group objects in their environment. (S) c) Group objects according to a given attribute in the classroom. (S) d) Appreciate the materials in the environment. (A)	<ul style="list-style-type: none"> • Learner observe, sign or talk about objects with different colours/sizes/shapes. • Sort and group objects by one attribute up to two groups (colour/size/shape) through signing. • In pairs/groups learners demonstrate Sorting, grouping and comparing objects by one attribute (colour/size/shape). • Learners in groups/pairs, individually, sort and group objects according to one attribute. • Learner match specific attributes to other objects in the environment. • Sing signed songs related to sorting and grouping objects. • Collect, sort and store materials in their respective corners. 	<ol style="list-style-type: none"> 1) Which objects look alike? 2) What objects have same colour/ shape/ size? 3) Which two objects that are alike? 4) Which two objects are the same size? 5) Which two objects are different in shape? 6) Where do you keep the materials you grouped objects together? 7) How do you group together objects that look alike?
Core Competencies: critical thinking, problem solving, Communication and collaboration.				
Link to PCIs and Values: digital literacy, Sharing, taking turns.				
Link to other subjects: Language, environmental, psychomotor and creative activities.				
Suggested community service learning/ non-formal activity to support learning through application:				
<ol style="list-style-type: none"> i) Go around the school compound picking the useful objects that can be recycled for sorting, grouping and putting the wastes in specific litter bins or containers. ii) Sort and place household items in their correct positions or groupings. 				

Suggested learning resources

Locally available materials of different colours, shapes and sizes such as flowers pebbles, shells, paper cut outs, bottle tops, seeds, feathers, fruits, beads, shapes, pictures, DVDs, Computers, litter bins, storage shelf, containers).

Suggested assessment: Questions and answers/Observation check lists

Suggested Formative Assessment Rubric			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify similar and various objects using colour, size, shapes and can do more e.g. match and relate specific attributes to other objects in the environment.	Able to identify similar and various objects based on size, colour, shapes.	Identify similar and various objects based on 2 attributes either colour/shape, /size.	Has difficulty in indenting similar objects based on one attribute either colour /shape/size.
Sorts and groups objects in the environment using more than three attributes – colour, shape size, texture.	Sorts and groups objects using three attributes – colour, shape, size.	Sorts and groups objects using two attribute – colour and shape.	Can sort and group objects up to only one attribute.
Group objects according to more than one attribute, colour shape, size and texture.	Group objects according to three attributes, colour shape, size.	Group objects according two attributes, colour shape.	Group objects according to at least one attribute, colour shape, size and texture.
Collects materials of different attribute Group objects according to more than one attribute, colour shape, size and texture and store them in different corners with ease, speed, accuracy and beyond.	Collects materials of various attributes and store them in different corners.	Collects materials of various attributes and store them in same corner.	Collects materials of different attributes but cannot store them.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	<p>Matching and pairing</p> <p><i>8 lessons</i></p> <ul style="list-style-type: none"> • Sameness • Likeness • Use • Care 	<p>a) Identify similar and different objects in the environment. (K)</p> <p>b) Match objects according to sameness/likeness/use in the environment. (S)</p> <p>c) Pair objects according to sameness/likeness/use in the environment. (S)</p> <p>d) Appreciate the use of various items in the environment and their different appreciate the value of care for the objects. (A)</p>	<ul style="list-style-type: none"> • Learner should identify and sign/talk about various objects from the environment. • Learners should demonstrate matching and pairing objects according to one attribute (sameness/likeness/use). • Few learners demonstrate matching and pairing according to one attribute (sameness/likeness/use). • In groups/pairs, individually learners match and pair objects according to likeness/sameness/use. • Learner relate items to their use in the environment. • Learner sing signed songs/recite poems on relationship/use of objects from the environment. 	<ol style="list-style-type: none"> 1) Which objects alike? 2) What makes them look alike? 3) How do we use these objects? 4) What do you do with the object? 5) How can we care for these objects? 6) Who should store the objects? 7) Why do we store the objects?
<p>Core competency: Communication and collaboration (as they work in groups); critical thinking and problem solving (when matching and pairing).</p>				
<p>Link to other subjects: Environmental activities, Psychomotor Activities.</p>				
<p>Link to PCIs and values: ESD environmental awareness as they collect objects/materials.</p>				
<p>Suggested community service learning: In collecting materials for learning is recycling some waste materials while in clearing the learning environment is keeping the learning environment clean and safe.</p>				
<p>Suggested Learning Resources Locally available materials (pens, books, sticks, shapes, cut-outs, blocks, clothing, utensils, pebbles, balls, brooms).</p>				
<p>Suggested Assessment: Questions and answers /Observation check lists</p>				

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify up to 5 similar objects and sign others which are out of sight.	Able to Identify up to 5 similar objects and point at objects within the environment with similar attributes.	Identifies up to 2 similar objects.	Has challenges in Identifying only 1 similar objects.
Match objects up to 5 pairs according to sameness, likeness and use and sign about similar attributes that match.	Match objects up to 5 pairs according to same attribute.	Match objects up to 3 pairs according to one attribute.	Able to identify one attribute but cannot match.
Pair objects according to either sameness, likeness or use and sign/talk about more items found in pairs with ease, speed, accuracy and beyond.	Pair objects according to either sameness, likeness or use.	Pair objects according to only sameness/ likeness.	Can only pair one or two objects correctly according to sameness/likeness.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Ordering 8 lessons <ul style="list-style-type: none"> • Height • Length • Size 	a) Collect and identify various objects in their environment.(K) b) Order objects according to size in ascending and descending order up to 3 objects in the classroom. (S) c) Differentiate objects of different sizes in the environment. (S)	<ul style="list-style-type: none"> • Learner sign/talk about various objects in the environment. • Learners demonstrates ordering objects according to height up to 3 objects. 	1) Which objects are (shorter, taller) 2) Which among these two objects is longer/ shorter? 3) Which among these two objects is smaller/bigger?

		<p>d) Differentiate objects in the environment in their daily activities.</p> <p>e) Value different objects/materials in the environment that can be used to enhance learning. (S)</p> <p>f) Related ordering in their daily life experiences (short, tall, big, small, long) in the classroom. (A)</p>	<ul style="list-style-type: none"> • Learners in pairs/groups demonstrate ordering objects according to length. • Learners demonstrate ordering of objects according to size (smaller/bigger). • In groups/pairs or individually, learner arrange objects according to height up to 3. • In groups/pairs learner compare objects of different sizes up to three. 	
<p>Core competence: Critical thinking and problem solving (shown when ordering different objects) Communication and collaboration (when ordering in groups and talking).</p>				
<p>Link to PCIs: ESD: Appreciate environment as a source of learning materials.</p>				
<p>Link to other subject: Psychomotor and creative activities.</p>				
<p>Suggested Community surface: Recycle waste materials from community to use for learning, Cleaning learning environment after use of materials.</p>				
<p>Suggested Learning Resources: Sticks, blocks, bottles.</p>				
<p>Suggested Assessment: Questions and Answers/ Observations checklists.</p>				

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Identify and collect up to 9 various objects in their	Identify and collect up to 5 different objects in their	Inconsistently identify and collect up to 3 different objects in the	Has difficulty in identifying and

environment and sign/talk about them.	environment and sign/talk about them.	environment and sign/talk about them.	collecting up to 3 different objects in their environment but may not be able to sign/talk about them.
Order objects according to size up to more than 3.	Order objects according to size up to 3.	Compare two objects.	Have difficulty order objects.
Differentiate objects in their environment based on attributes.	Differentiate objects in their environment based on 3 attributes.	Differentiate objects in their environment based on 2 attributes	Have difficulty differentiating objects in their environment based on only one attributes.
Appreciate the use of more than 3 objects and care for them with ease, speed, accuracy and beyond.	Demonstrate the use of more than 3 objects.	Demonstrate the use of 2 objects.	Demonstrate the use one object.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Patterns 8 lessons <ul style="list-style-type: none"> Shapes 	a) Identify similarities and differences between object in the classroom. b) Identify various objects in their environment that can make patterns. c) Arrange objects to make a pattern in the classroom. d) Arrange objects in an alternating manner to make patterns outside classroom.	<ul style="list-style-type: none"> Learner identify and sign/talk about different shapes in their environment. Learner should demonstrate and arrange objects to make a pattern. Learners in groups/pairs demonstrate arranging objects to make a pattern. In small groups/pairs or individual, learner arrange objects to make a pattern. 	1) Which of the objects look alike? 2) Which object comes next series? 3) How will you arrange these?

		<p>e) Appreciate the value of the different types of objects in their local environment that can be used for learning purposes/making patterns.</p> <p>f) Enjoy making different patterns with objects found in the environment.</p>	<ul style="list-style-type: none"> • Learner arrange objects in an alternate manner to make a pattern. • Learner fill in the missing objects in a series to make a pattern. • Learner sign/recite about patterns and shapes on their clothes, foot prints, buildings, flower gardens etc. • Learner identify patterns made of same shape with two different colours. • In small groups or pairs learner make patterns with objects of same type with two different colours. 	<p>objects to form a pattern?</p> <p>4) How else can we make a pattern?</p> <p>5) Which part of the pattern repeats itself?</p>
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Core competence: Collaboration and communication (through group work and discussions).

Critical thinking and problem solving as they make different patterns.

Digital literacy as they make patterns using ICT.

Link to PCIs and Values: environmental education (environmental awareness) non-formal education, children take nature walk to identify and appreciate different patterns.

Link to other subjects: Psychomotor and Creative activities during construction.

Suggested community service learning: plant flowers in the school following different patterns.

Suggested Learning Resources: Flash cards, blocks, bottle tops, bottles, sticks, beads, stencils, cut-outs.

Suggested assessment: Questions and answers / Observation Checklists.

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify similarities and differences between various objects and sign about them	Able to identify objects of the same shape and sign or talk about their similarities	Able to identify patterns made of objects of the same shape without assistance	Has challenges in identifying patterns made of objects of the same shape with teacher's guidance

Make patterns with objects of the same type with more than two different and similar colours.	Make patterns with objects of the same type with two different colours without assistance.	Make patterns with objects of the same type with two different colours with assistance.	Make a pattern of same object	
Arrange objects in an alternating manner to make patterns with more than 5 objects with ease, speed, accuracy and beyond.	Arrange objects in an alternating manner to make patterns with five objects independently.	Arrange objects in an alternating manner to make patterns with teacher's guidance.	Arrange objects with teacher's guidance.	
Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Quest
Numbers General learning outcome:	a) Sign rote counting 8 lessons <ul style="list-style-type: none"> Numbers Number actions 	a) Sign and rote count numbers 1-10 in the classroom. b) Sign count using actions outside classroom. c) Appreciate sign counting in the environment.	<ul style="list-style-type: none"> Learner should be guided to sign and rote count numbers 1-10. Learner should visualize/listen to and sign and recite different numbers. Learner should signed song as they sign counting. In groups/pairs Learners to sing signed songs and games/rhymes related to sign counting. 	1) How can you co you jump? 2) How can you co your books /pen /crayons? 3) Can you sign/me the numbers that know?
Core competence: Collaboration and communication (through group work and discussions). Critical thinking and problem solving as they make different patterns. Digital literacy as they make patterns using ICT.				
Link to PCIs and Values: environmental education (environmental awareness) non-formal education, children take nature walk to identify appreciate different patterns.				
Link to other subjects: Psychomotor and Creative activities during construction.				
Suggested community service learning: plant flowers in the school following different patterns.				
Suggested Learning Resources Flash cards, blocks, bottle tops, bottles, sticks, beads, stencils, cut-outs.				
Suggested Assessment: Questions and Answers / Observation checklists.				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to count objects up to 10 and beyond.	Able to count up to 10.	Inconsistency in counting up to 6.	How do you count up to 4.
Sign numbers up to 10 and beyond.	Identify numbers as they sign count up to 10.	Identifying numbers as they sign count up to 6.	How can you identify numbers as you count up to 4.
Identify and sign numbers 1-10 and beyond.	Identify numbers 1-10.	Identifying numbers up to 6.	How do you identify numbers up to 4.
Sign/sing one complete number songs with ease and speed.	Sign/sing one complete number song.	Sign/sing a number song half way.	How do you to sign/sing a numbers up to 4.

Strand	Sub-Strand	Specific Learning Outcomes (KSA	Suggested Learning Experiences	Key Inquiry Question(s)
	10 lessons	a) Identify numerals 1-9 in the classroom. b) Model numbers 1-9 outside classroom. c) Relate numbers to objects in the classroom. d) Appreciate use of numbers in day to day lives.	<ul style="list-style-type: none"> • Learner sign/recite about numbers on number flash cards/number charts. • Teacher guide learner to identify and sign/recite about numbers found on objects in their environment. 	1) Which number is shown on the flashcard? 2) Which number have you modelled? 3) Who can show me two numbers on the chart that look alike?

			<ul style="list-style-type: none"> • learners to identify numbers on flash cards/charts • Learner sign/sing songs/ model numbers related to numbers 1-9. • In pairs/small groups learner to play number recognition games (fishing game). 	4) How many are you in you family?
Core competence: <ul style="list-style-type: none"> • Self-efficacy as they sign/sing and dance number songs. • Communication and collaboration as they work in pair/small groups. • Learning to learn as they identify numbers on objects found in their environment. • Digital literacy as they identify numbers using ICT. 				
Link to PCIs: <ul style="list-style-type: none"> • Citizenship when working in pairs/groups (develop social skills). • Education for sustainable development <u>when</u> they use numbers later in their careers/business/home. 				
Link to other subject: <ul style="list-style-type: none"> • Psychomotor and creative as they sign/sing and dance songs on numbers. • Language as they sign/recite about number on flash cards/charts. 				
Suggested community service: <ul style="list-style-type: none"> • Collecting materials from the community to use them in making number flash cards hence making their environment clean. • Count and sign/recite the number of household structures in the home up to 9. 				
Suggested Learning Resources Number flash cards/charts/calendar, clay, plasticine, pictures, video images.				
Suggested assessment: Questions. Observation.				

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations

Able to recognise number numerals 1-9 and beyond.	Able to recognise number numerals 1-9.	Able to recognise number numerals 1-6.	Has difficulty in recognizing number numerals below 6.
Differentiate between number numerals 1-9 and beyond.	Differentiate between number numerals 1-9.	Tell differences between number numerals 1-6.	Differentiate between number numerals 1-5.
Able to appreciate numbers 1-9 and beyond.	Able to appreciate numbers 1-9.	Able to appreciate numbers 1-6.	Able to appreciate numbers below 5.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	10 lessons <ul style="list-style-type: none"> Count objects Match numerals with objects 	a) Count concrete objects 1-9 in the classroom. b) Demonstrate one to one correspondence while counting concrete objects in the classroom. c) Enjoy counting objects within their environment. d) Appreciate the use of one to one correspondence in real life situations.	<ul style="list-style-type: none"> Teacher demonstrate counting objects 1-9. Learner count objects for numbers 1-9 (body parts, colours of the national flag, different types of food, objects in the class). Learner play counting games involving counting objects 1-9. Learner match numerals with concrete objects for numbers 1-9. In groups/pairs, individually, learners count people/objects in their class up to 9. 	1) How many objects are these? 2) How many learners are in your group? 3) How many boys/girls are in your group? 4) How many tables/chairs are in the classroom?
Core competence: <ul style="list-style-type: none"> Critical thinking and problem solving as they count specific number of objects. Communication and collaboration as they count in groups. 				
Link to PCIs <ul style="list-style-type: none"> Self-awareness as they count (fingers, family members). Citizenship as they count colours of the national flag. Health and nutrition as they count different types of food. 				

Link to other subjects: Creative and psychomotor as they sign/sing number songs.
Suggested community service: Count objects/animals at school or at home and take good care of them.
Suggested Learning Resources Number flash cards/charts/calendar, clay, plasticine, flag, number tray/bag.
Suggested assessment <ul style="list-style-type: none"> • Questions and Answers • Observation

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to count concrete objects 1-9 and beyond.	Able to count concrete objects 1-9.	Able to count concrete objects 1-6.	Has difficulty in Counting concrete objects below 6.
Demonstrate one to one correspondence while counting concrete objects 1-9 and beyond.	Demonstrate one to one correspondence while counting concrete objects 1-9.	Demonstrate one to one correspondence while counting concrete objects 1-6.	Demonstrate one to one correspondence while counting concrete objects below 6.
Match numerals with concrete objects for number symbols 1-9 and beyond.	Match numerals with concrete objects for number symbols 1-9.	Match numerals with concrete objects for number symbols 1-6.	Match numerals with concrete objects for number symbols below 6.
Enjoy counting objects within the environment even during other activities.	Enjoy counting objects within the environment in the classroom only/ independently.	Enjoy counting objects within the environment while guided by the teacher.	Enjoy counting objects within the environment up to 5.

Strand	Sub-Strand	Specific Learning Outcomes (KSA	Suggested Learning Experiences	Key Inquiry Question(s)
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	Number sequencing 10 lessons	<ul style="list-style-type: none"> a) Identify number symbols 1-9 as indicated on number cards/chart in the classroom. b) Arrange number cards in sequence 1-9 in the classroom. c) Arrange number cards in sequence by completing missing numbers in the classroom. d) Enjoy arranging numbers in sequence in their environment. 	<ul style="list-style-type: none"> • Learner randomly pick number cut outs/number cards from a pile and identify the number. • Learner arrange numbers in sequence 1-9. • In pairs/groups, individually, learner complete missing numbers in sequence by placing the appropriate number cards/cut out. • Learner sign/sing songs on number sequence comprising numbers 1-9. 	<ul style="list-style-type: none"> 1) Which number can you see on this card i am carrying 2) Which number comes before/after this number? 3) Which number is missing?
Core competence:				
<ul style="list-style-type: none"> • Critical thinking and problem solving when identifying number and filling missing number in a sequence. • Communication and collaboration when working in pairs/groups. 				
Link to PCIs: skills of knowing and living with oneself and others when working in pairs/groups.				
Link to other subjects: Environmental activities, Psychomotor activities, Creative Activities.				
Suggested community services: Recycling materials such as old cartons, empty plastic water bottles from the environment.				
Suggested Resources: Cartons, empty plastic, water bottles.				
Suggested assessment:				
<ul style="list-style-type: none"> • Questions and answers • Observation 				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify number symbols 1-9 and beyond as indicated on number cards.	Able to identify number symbols 1-9 as indicated on number cards.	Able to identify number symbols 1-6 as indicated on number cards.	Has challenges identifying number symbols below 6 as indicated on number cards.
Arrange number cards for numbers 1-9 and beyond in a sequence.	Arrange number cards for numbers 1-9 in a sequence.	Arrange number cards for numbers 1-6 in a sequence.	Arranging number cards for numbers below 6 in a sequence.
Complete missing numbers 1-9 and beyond in sequence.	Complete missing numbers 1-9 in sequence.	Complete missing numbers 1-6 in sequence.	Completing missing numbers below 6 in sequence.
Enjoy arranging numbers in sequence 1-9 and beyond.	Enjoy arranging numbers in sequence 1-9.	Enjoy arranging numbers in sequence 1-6.	Enjoy arranging numbers in sequence below 6.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Symbolic representation (number writing) 10 lessons	a) Identify number symbols up to 5 in the classroom. [k] b) Trace number symbol cut-outs on a surface in the classroom. [s] c) Join dots to form number symbols on a surface in the classroom. [s] d) Model number symbols using materials in their environment. [a]	<ul style="list-style-type: none"> • Teacher demonstrates number formation. • From number cut outs. • Learner observe number cut-outs and sign/recite about number formation. • In groups/pairs, individually, learner trace number cut-outs up to 5. 	1) Which number symbol is this? 2) How do we write this number symbol (1, 2, 3, 4, 5)? 3) Who can trace this number? 4) How do we model this number?

		<p>e) Write number symbols on a surface outside the classroom. [s]</p> <p>f) Use ICT to form number symbols in the classroom. [s]</p> <p>g) Appreciate the use of numbers within their environment. [a]</p>	<ul style="list-style-type: none"> • Learner Join dots to form number symbols up to 5. • In groups/pairs, individually, learner model number symbols to at least 5. • Learner write number symbols 1-5 on a surface. • Learner use number symbols in the materials in their environment (calendar, clock). • Learner use ICT to form number symbols 1-5. 	<p>5) Which numbers can we form when joining these dots?</p> <p>6) Which numbers can you see in this calendar?</p>
Core competence: Imagination and creativity.				
Link to PCIs: Service learning values (sharing, turn taking).				
Link to other subjects: Psychomotor and creative activity.				
Suggested community service: learners can assist in labelling chairs and tables using number symbols and those in pastoralist communities can assist in tagging of animals using number symbols.				
Suggested learning resources Calendar, plasticine, pebbles, clock face, number charts, number flashcards, dice.				
Suggested assessment:				
<ul style="list-style-type: none"> • Questions • Observation 				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify more than 5 number symbols on number	Able to identify number symbols 1-5 on number cut outs and sign/recite about them.	Able to identify number symbols 1-5 on number cut outs and	Has challenges to identify numbers.

cut outs and sign/recite about them.		sign/recite about them with teacher's guidance.	
Trace/model more than 5 numbers.	Trace/model more number symbols 1-5 numbers.	Trace/model number symbols 1-3 with teacher's guidance.	Trace/model at least one numbers.
Write number symbols beyond number 5.	Write number symbols 1-5.	Write number symbols 1-3.	Write number.
Use ICT to write numbers 1-5 and beyond.	Use ICT to write numbers.	Use ICT to write numbers with teacher's guidance.	Use ICT to write numbers.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	Number puzzle 10 lessons Identify numbers Form numbers Count pieces	a) Identify different parts of numerals 1-9 in classroom. [K] b) Join various parts of numbers to form complete number symbols 1-9 in classroom. [S] c) Enjoy completing number puzzles and relate number symbols with the objects in the environment. [A] d) Use ICT to complete number puzzles in classroom. [S]	<ul style="list-style-type: none"> • Learner observe and sign about various parts of number symbols. • Learner to join various parts of numerals to form a complete numeral. • In pairs/groups learner join various parts of number symbols to form a complete numeral. • Learner observe and sign songs on number symbols as they complete the number numeral. • Learner relate number symbols with the objects in the environment. • Learner complete number puzzles using ICT. 	1) Which number can be formed using these pieces? 2) How many pieces are these? What number can they form?

Core competence: <ul style="list-style-type: none"> • Critical thinking and problem solving as learners join parts to form a whole. • Digital literacy as they complete number puzzles using ICT. 				
Link to PCIs: Life Skills on responsibility.				
Link to other subjects: <ul style="list-style-type: none"> • Environmental activities • Psychomotor and creative activities 				
Suggested learning resources: Number cut outs, number charts, puzzle pieces				
Suggested assessment: <ul style="list-style-type: none"> • Questions • Observations 				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify and recognize number parts for numerals 1-9 and beyond.	Able to identify and recognize number parts for numerals 1-9.	Able to identify and recognize number parts for numerals 1-6.	Has difficulty to identify and recognize number parts for a single numeral.
Join various parts of number to form complete number symbols and explain how it is done.	Join various parts of number to form complete number symbols 1-9.	Join various parts of number to form complete number symbols 1-6.	Join various parts of number to form complete number symbols 1-3.
Use ICT to complete number puzzles efficiently and shows enthusiasm.	Use ICT to complete number puzzles efficiently.	Use ICT to complete number puzzles with difficult.	Difficulty to complete number puzzles using ICT.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
Measurement	<ul style="list-style-type: none"> • Sides of objects 15 lessons [of 35mins each] Longer Shorter 	<ul style="list-style-type: none"> a) Identify various sides of objects in their environment. [k] b) Differentiate sides of objects to identify the longer and shorter side in the classroom. [s] c) Play with objects with different sides in their environment. [a] d) Enjoy measuring sides of objects using arbitrary units such as hand, feet. In classroom. [a] 	<ul style="list-style-type: none"> • Learner to sign about various sides of objects in their environment. • Learner to compare objects with different sides. • In groups/pair learners compare of objects with different sides. • In groups/pairs, individually, learner measure sides of objects using arbitrary units (hand, foot, sticks). 	<ul style="list-style-type: none"> 1) Which of these sides is longer/shorter? 2) What is the difference between this side and this one? 3) Why is this side different? 4) How will you tell which side is longer/shorter? 5) What can you say about this side?
Core competence:				

<ul style="list-style-type: none"> • Learning to learn when measuring sides of objects.
Link to PCIs: Education for sustainable development when measuring objects with different sides.
Link to other subjects:
<ul style="list-style-type: none"> • Language as they learn vocabularies such as long/short.
Suggested community service: Use of a key resource person.
Suggested learning resources Sticks, strings, body parts, objects in the class.
Suggested assessment:
<ul style="list-style-type: none"> • Questions • Observations

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify 4 different sides of objects and talk about them.	Able to identify 3 different sides of objects and talk about them.	Able to identify 2 different sides of objects.	Has challenges to identify sides of objects.
Measure objects of different sizes using arbitrary units both in class and outside.	Measure objects of different sizes using arbitrary units both in class.	Measure objects of different sizes using arbitrary units with teacher's guidance.	Measure objects of different sizes using arbitrary units.
Compare different objects with different sides in the classroom and outside.	Compare different objects with different sides in the classroom.	Compare different objects with different sides in the classroom with teacher's guidance.	Compare different objects with different sides in the classroom.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Mass (heavy and light) 10 lessons Heavy Light	a) Identify various objects in their environment. [K] b) Compare heavy and light objects in the environment. [S] c) Appreciate objects of different mass in their environment. [A]	<ul style="list-style-type: none"> • Learner lifting objects of different mass. • Learner compare mass of objects of different mass. • In groups/pairs, individually, learner compare mass of various objects in their environment. • In groups/pairs, learner play games involving comparison of mass (play on a sea saw; back to back lifting). 	1) What can you say about this object? 2) Which object is heavier/lighter? 3) How can you tell the object is heavier?
Core competence: <ul style="list-style-type: none"> • Communication and collaboration when working in pairs/groups. • Learning to learn when comparing mass of various objects. • Digital literacy when playing games involving mass using ICT. 				
Link to PCIs: <ul style="list-style-type: none"> • Education for sustainable development (business and career that involve mass). 				
Link to other subjects: <ul style="list-style-type: none"> • Psychomotor and creative as they play games and lift different objects. • Language as they talk about heaviness and lightness of objects. 				
Suggested community service: <ul style="list-style-type: none"> • Collect garbage in paper bags of different sizes and dispose in the compost pit. 				
Suggested learning resources Sand, water, stones, blocks, leaves, chairs, tables.				
Suggested assessment: <ul style="list-style-type: none"> • Questions • Observation 				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to lift and compare various objects in the environment.	Able to lift and compare various objects in the environment as the teacher instructs.	Able to lift various objects in the environment but has got difficulty in comparing different objects in the environment.	Able to lift various objects in the environment but cannot compare.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Capacity (how much a container can hold) 10 lessons Big Small Comparing sizes Measurement	a) Fill and empty various containers with water/seeds in the classroom. b) Compare sizes of containers using water/sand /seeds outside classroom. c) Appreciate different sizes of containers in the environment.	<ul style="list-style-type: none"> • Learner fill and empty small and large containers using sand/water/seeds. • Learner compares big and small containers by signing how many small ones fill the big ones and vice versa. • Learners in groups/pairs compare big and small containers by signing how many small ones can fill a big one and vice versa. • In groups/pairs, individually, learners' sign how much a container can hold compared to another one of a different size. 	1) How many of the small containers can fill the big container? 2) From the big container, how many small ones can be filled? 3) Which container holds more/less?

<p>Core competence:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving as they compare how much a container can hold. • Communication and collaboration as they work in groups.
<p>Link to PCIs:</p> <ul style="list-style-type: none"> • Food and nutrition by filling containers using different types of seeds.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Environmental activities as they play filling and emptying. • Psychomotor and creative as they balance pouring content from one container to the other.
<p>Suggested community services:</p> <ul style="list-style-type: none"> • Non-formal activity to support learning through application.
<p>Suggested learning resources Containers of various sizes, water sand, seeds.</p>
<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Questions • Observation

Suggested Formative Assessment Rubrics			
Exceeding Expectation	Meeting Expectations	Approaching Expectations	Below Expectations
Able to fill and empty small and large containers with water/sand/seeds and count how many small containers fill the big one.	Able to fill and empty small and large containers with water/sand/seeds.	Able to fill and empty small and large containers with water/sand/seeds has difficulty in counting.	Able to fill and empty small containers with water/sand/seeds but without counting.
Compare big and small containers by telling how many small ones can fill a big one and vise versa.	Compare big and small containers by telling how many small ones can fill a big one but cannot do vise versa.	Compare big and small containers by telling how many small ones can fill a big one.	Has difficulty in comparing big and small containers.

Strand	Sub-Strand	Specific Learning Outcomes (KSA	Suggested Learning Experiences	Key Inquiry Question(s)
	<ul style="list-style-type: none"> • Time (Daily routines) 10 lessons Activities Vocabularies Today Tomorrow Yesterday	a) Identify at least 3 daily routine activities they do before going to school. b) Identify sign vocabulary related to time (today, yesterday, tomorrow). c) Demonstrate ability to manage their time well when doing activities in school. d) Appreciate what every person does on a daily basis either in school or at home.	<ul style="list-style-type: none"> • Learners to identify and sign about morning routine activities in appropriate order. • Learners to sign about activities related to time (today, tomorrow, yesterday). • Learners identify and sign about morning routine activities in an appropriate order. • In groups/pairs, learners arrange pictures with various daily routine activities in logical order. • Learners sign and sing songs on daily routines. 	1) What do you do when you wake up in the morning before you come to school? 2) How are the things you do different from what mum/dad does in the morning? 3) What do you do when you arrive in school?
Core competence: <ul style="list-style-type: none"> • Citizenship-Learners will develop into responsible, ethical and socially connected individuals when they work in groups. • Self-efficacy- learner develop self-esteem, self-confidence and will be capable performing tasks as expected. 				
Link to PCIs: <ul style="list-style-type: none"> • Service learning and parental involvement and engagement. • Skills of knowing and living with oneself. 				
Link to other subjects: <ul style="list-style-type: none"> • Environmental activities as they play filling and emptying. • Psychomotor and creative as they balance pouring content from one container to the other. 				
Suggested community service: learners assist parents with the daily household chores such as cleaning utensils, setting dining table to help speed up preparation for school/work.				
Suggested learning resources Clock face, pictures, picture cut outs.				
Suggested assessment: <ul style="list-style-type: none"> • Questions • Observation 				

Suggested Formative Assessment Rubrics

Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify and talk about more than three morning activities in appropriate order.	Able to identify and talk about three morning activities in appropriate order.	Able to identify and sign about three morning routines without any order.	Able to sign/ mention only one morning routine activity.
Arrange pictures with various daily routine activities in logical order.	Arrange pictures with various daily routine activities in logical order.	Arrange pictures with various daily routine activities in logical order with assistance.	Arrange pictures with various daily routines.
Sign/talk about what different people do on a daily basis and identify other routines.	Sign/talk about what different people do on a daily basis (father mother, brother, sister).	Can sign/talk about daily activities done by other people with assistance.	Sign/recite about daily routine activities.
Identify vocabulary related to time and talk about various activities (today, yesterday, tomorrow).	Identify vocabulary related to time (today, yesterday, tomorrow).	Identify vocabulary related to time today and yesterday).	Identify vocabulary related to time (today).

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Money (Kenyan currency) coins and notes 10 lessons	a) Identify Kenyan currency coins/notes in classroom. b) Buy items using Kenyan coin. c) In model classroom shop corner. d) Save money (coins/notes). e) In a container in a classroom. f) Appreciate the use of Kenyan currency (coins/notes) in their daily life.	<ul style="list-style-type: none"> • Learners to observe and sign/recite about different sample currencies and identify Kenyan coins/notes. • Learners identify Kenyan coins and notes. • Learners trace Kenyan coins. 	1) Which among these is a coin/note? 2) What can you see on the coin/note? 3) What do we use money for?

			<ul style="list-style-type: none"> In groups/pairs, learners' role play buying and selling from a shop corner. 	4) What can we do with extra money (balance)?
Core competence: citizenship, communication and collaboration.				
Link to PCIs: citizenship, ESD (money skills, career choosing).				
Link to other subjects: Psychomotor, Language Activities.				
Suggested community service: Children sent to buy items from the shop/market by the community members.				
Suggested Resources: Kenyan coins and notes				
Suggested assessment: <ul style="list-style-type: none"> Questions Observations 				

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify and sign/recite about different coins and notes.	Able to identify and sign/recite about coins only.	Able to identify coins but cannot sign/recite about them.	Able to identify Kenyan coins.
Trace Kenyan coins freely and talk about them.	Trace Kenyan coins but cannot talk about them.	Trace Kenyan coins with assistance.	Has difficulty in tracing the coin.
Play the role of a shop keeper and a buyer and express self freely.	Play role of a buyer and express self freely.	Play role of a buyer but not express himself.	Play role of a buyer with teacher assistance.
Allocate money for buying different items and saving the balance.	Allocate money for buying different items but not able to save.	Only buy one type of item and cannot save balance.	Buy one type of item with teacher assistance.

Strand	Sub-Strand	Specific Learning Outcomes (KSA)	Suggested Learning Experiences	Key Inquiry Question(s)
	Area (surface of objects) 10 lessons Counting Sizes Smaller Bigger	a) Identify surfaces of different objects in the environment. b) Group different surfaces of objects according to size in the classroom. c) Cover the area of different surfaces of objects using smaller objects in the classroom. d) Appreciate different surfaces in the environment.	<ul style="list-style-type: none"> • Learners to observe/identify different surfaces of objects in the environment. • Learners identify different surfaces of objects in the environment. • In groups/pairs, learners compare different surfaces of objects. • Learner covers surfaces using small objects from the environment. • In groups/pairs Learners cover surfaces using small objects in the environment. 	1) How many small pieces can cover this surface? 2) Which surface is smaller/bigger? 3) What else can we use to cover these surfaces?

<p>Core competence:</p> <ul style="list-style-type: none"> • Communication and collaboration as they work in groups. • Critical thinking and problem solving as they cover and find out pieces that can cover a surface.
<p>Link to PCIs: citizenship, ESD (money skills, career choosing).</p>
<p>Link to other subjects: Psychomotor, Language Activities.</p>
<p>Suggested community service: Children sent to buy items from the shop/market by the community members.</p>
<p>Suggested Resources: Kenyan coins and notes</p>
<p>Suggested assessment:</p> <ul style="list-style-type: none"> • Questions • Observations

Suggested Formative Assessment Rubrics			
Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Able to identify surfaces of 4 objects in the environment.	Able to identify surfaces of 3 objects in the environment.	Able to identify surfaces of 2 objects in the environment.	Able to identify surfaces of 1 objects in the environment.
Group 4 different surfaces according to size.	Group 3 different surfaces according to size.	Group 2 different surfaces according to size.	Group 1 different surfaces according to size.
Able to use over 4 small objects to cover a surface.	Able to use 4 small objects to cover a surface.	Able to use 3 small objects to cover a surface.	Able to use 2 small objects to cover a surface.

ENVIRONMENTAL ACTIVITIES

Essence Statement

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises; social relationships, health practices and safety, and the local natural environment. This provides opportunity for the learner to explore, interact and experiment with the immediate environment. This enables the learner to acquire skills to enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity.

Subject Learning Outcomes

By the end of pre-primary education the learner should be able to:

1. Observe proper hygiene, sanitation, and nutrition to promote health
2. Explore the immediate environment for learning, conservation and enjoyment
3. Apply technological skills for learning and enjoyment within their local environment
4. Demonstrate acquisition of social skills for interpersonal relationship
5. Appreciate the rich and diverse cultural heritage in the local environment

6. Make appropriate choices for safe interaction with the immediate environment.

Strand	Sub-strand	Specific Learning Outcomes (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 HEALTH PRACTICES	1.1 Personal hygiene (7 Lessons) of 30 Min each)	By the end of the sub strand the learners should be able to: a) Discuss importance of washing hands for maintain personal hygiene. (K) b) Identify materials used in hand washing. (K) c) Demonstrate washing hands appropriately at home and in school. (S) (d) Recognize different times to wash hands while at home and in school.(K) (e) Appreciate the need to wash hands at different times. (A)	The learner(s): <ul style="list-style-type: none"> • Be guided on the importance of washing hands. • Identify items used in hand washing from learning corners • Observe the teacher demonstrate washing hands • Practice washing hands in pairs watch a video on hand washing demonstrations • Role play washing hands • Guided on the importance of washing hands at the different times. • Sing signed songs related to hand washing • Explore the school compound identifying hand washing points 	<ol style="list-style-type: none"> 1) Why do we wash hands? 2) What is used in washing hands? 3) How do we wash hands? 4) When do we wash our hands? 5) How do we wash hands?
Core competence to be developed: Communication and collaboration, ,self-efficacy-washing hands appropriately				
Link to PCIs: Environmental education: Learners identify importance of washing hands, health education-personal hygiene; washing hands for			Link to Values: Care, Patriotism, Responsibility	

<p>personal hygiene- common communicable diseases identifying hand washing points , citizenship-child care- recognizing different times to wash hands</p>	
<p>Links to other subjects: Religious Activities, language (KSL), music and psychomotor</p>	<p>Suggested community learning activity: Parental empowerment and engagement-providing materials for hand washing and sensitizing on hand washing.</p>
<p>Suggested Non-formal activity to support learning: Encouraging children to wash hands at different times after visiting the toilet, before and after meals</p>	<p>Suggested Assessment: Oral questions, observations</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
HEALTH PRACTICES	1.2 Cleaning the nose (7 Lessons of 30 Min each)	By the end of the sub strand the learners should be able to: a) discuss the importance of cleaning their nose to maintain personal hygiene(K) b) demonstrate wiping the nose appropriately using handkerchief (S) c) use and maintain a clean handkerchief for wiping nose (A) d) name objects to avoid putting in the nose for preventing nose injury (A)	The learner(s): <ul style="list-style-type: none"> • Be guided to discuss to the importance of cleaning the nose using a clean handkerchief • Observe the teacher while demonstrating nose wiping • Practice wiping their nose • Role play wiping the nose • View videos on dangers of not wiping their nose • Be guided other ways of using and maintaining a clean handkerchief • Sign sing songs on cleaning the nose • Be guided in what not to use to clean the nose • Be guided on the dangers of putting objects in the nose • Role play using signs the dangers of putting objects in the nose 	<ol style="list-style-type: none"> 1) Why do we clean our nose? 2) What do we use to clean our nose? 3) When do we clean our nose? 4) Which other ways can we use a handkerchief? 5) Why should we use a clean handkerchief? 6) What objects should we avoid putting in the nose? 7) What are the dangers of putting objects in the nose?
<p>Core competence to be developed: indicate the core competence and how it will be achieved), self-efficacy-wiping nose appropriately, Learning to learn-practice wiping nose, Communication and collaboration-, sign sing</p>				
<p>Link to PCIs: Health education- personal hygiene –cleaning nose using a clean handkerchief</p>			<p>Link to Value: care, responsibility</p>	

<p>Links to other subjects:</p> <p>Language(KSL)</p> <p>Music and movement</p> <p>Psychomotor and creative activities</p>	<p>Suggested community learning activity:</p> <p>Parental engagement-provision of clean handkerchief</p> <p>guest person from health facilities</p>
<p>Suggested Non formal activity to support learning:</p> <p>Washing handkerchief of their siblings at home</p>	<p>Suggested Assessment:</p> <p>Questions and answer, Observation</p>
<p>Suggested resources: : Handkerchiefs, water, soap, containers, charts</p>	

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to:</p> <p>Discuss the importance of cleaning their nose to maintain personal hygiene.</p> <p>Demonstrate wiping the nose appropriately using handkerchief. Use and maintain a clean handkerchief for wiping nose. Name objects to avoid putting in the nose for preventing nose injury and remind others to clean nose using a clean handkerchief.</p>	<p>Learners are able to:</p> <p>Discuss the importance of cleaning their nose to maintain personal hygiene. Demonstrate wiping the nose appropriately using handkerchief.</p> <p>Use and maintain a clean handkerchief for wiping nose and name objects to avoid putting in the nose for preventing nose injury.</p>	<p>Learners are able to:</p> <p>Discuss the importance of cleaning their nose to maintain personal hygiene. Demonstrate wiping the nose appropriately using handkerchief.</p> <p>Use and maintain a clean handkerchief for wiping nose.</p>	<p>Learners are able to:</p> <p>Wipe the nose appropriately with the help from teacher and others.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
HEALTH PRACTICES	1.3 Care for teeth (8 lessons 35 Min each)	<p>By the end of the sub strand the learners should be able to:</p> <p>a) Identify foods that destroy teeth for them to avoid overuse of such foods. (K)</p> <p>b) Classify substances that destroy their teeth in their immediate environment. (S)</p> <p>c) Name materials used to brush teeth.(k)</p> <p>d) Demonstrate brushing teeth using teeth brushing materials.(s)</p> <p>e) Discuss different times for brushing teeth. (k)</p> <p>f) Appreciate the importance of avoiding substances that destroy teeth for proper care of teeth. (A)</p>	<p>The learner are guided to sign items that destroy their teeth.</p> <ul style="list-style-type: none"> • With help of teacher be engaged in activities of sorting and grouping substances that destroy teeth. • Learners guided to discuss items used to brush teeth. Teacher demonstrates teeth brushing. • Learners observe charts on tooth decay and be guided to discuss different times for brushing teeth. • Learners are guided to sign sing songs related to care for teeth. • Learners observe a resource person talk/sign on dangers of using substances that destroy teeth. • Learners watch videos on care of the teeth. 	<ol style="list-style-type: none"> 1) Which substances destroy teeth? 2) Which materials are used to clean teeth? 3) How do we brush teeth? 4) When do we brush our teeth? 5) What should we avoid in order to keep our teeth healthy?

Core competence to be developed: Communication and collaboration, imagination and problem solving, learning to learn-sorting things that destroy teeth, communication and collaboration-discussion	
Link to PCIs: Health education- Personal hygiene-brushing of teeth	Link to Value: Unity, Responsibility.
Links to other subjects: Language,(KSL), Psychomotor, Music and movement	Suggested Community Learning Activities: Learners are helped by parents should be sensitized to limit substances they give children that could destroy their teeth
Suggested Non formal activity to support learning: Imitating parents brushing teeth Sensitization on foods that destroy teeth	Suggested Assessment: oral questions, observation
Suggested resources: tooth brushing materials, videos, charts, Resource persons e.g. a dentist,	

ASSESSMENT RUBRICS			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation

<p>Learner able to;</p> <p>Clearly identify foods that destroy teeth for them to avoid overuse of such foods.</p> <p>Classify substances that destroy their teeth in their immediate environment.</p> <p>Name materials used to brush teeth.</p> <p>Demonstrate brushing teeth using teeth brushing materials.</p> <p>Discuss different times for brushing teeth.</p> <p>Appreciate the importance of avoiding substances that destroy teeth for proper care of teeth.</p> <p>Assist others in brushing teeth.</p>		<p>Learner able to;</p> <p>Identify foods that destroy teeth for them to avoid overuse of such foods.</p> <p>Classify substances that destroy their teeth in their immediate environment.</p> <p>Name materials used to brush teeth.</p> <p>Demonstrate brushing teeth using teeth brushing materials.</p> <p>Discuss different times for brushing teeth.</p> <p>Appreciate the importance of avoiding substances that destroy teeth for proper care of teeth.</p>		<p>Learner able to;</p> <p>Identify foods that destroy teeth for them to avoid overuse of such foods. Classify substances that destroy their teeth in their immediate environment.</p> <p>Name materials used to brush teeth. Demonstrate brushing teeth using teeth brushing materials</p> <p>Discuss different times for brushing teeth.</p>		<p>Learner should be able to;</p> <p>Identify materials used to brush teeth.</p> <p>Brush teeth with help from teachers and others.</p>	
Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences		Key Inquiry Question(s)		
HEALTH PRACTICES	1.4 Sanitation	By the end of the sub strand the learners should be able to:	<p>The learner(s):</p> <ul style="list-style-type: none"> • Be guided to identify sanitary facilities in the school for boys, girls and teachers 		1) Which are the sanitary		

	(7 lessons) of 35 Min. each)	a) Identify toileting facilities for boys, girls and teachers in school (K) b) Identify the materials used for toileting at school (K) c) communicate the need to for toileting in school(a) d) Demonstrate use of sanitary facilities properly to maintain good hygiene (s) e) Appreciate the need for having and using a toilet/latrine appropriately(A)	<ul style="list-style-type: none"> • Sing songs on toileting facilities • Be guided to sign about materials used for toileting e.g. tissue, water, soap • Be guided about how to communicate the need for toileting • Practice seeking permission to go to toilets. • Observe the teachers demonstrate the use of sanitary facilities • Engage in toileting games • Be guided Cab • out the need to use toileting facilities 	facilities in school? 2) Which materials are used for sanitation? 3) How do we use sanitary facilities correctly? 4) Why should we use toileting facilities?
Core competence to be developed: (indicate the core competence and how it will be achieved), learning to learn-identifying urge and seeking permission, communication and collaboration- discussion, Self-efficacy-using toilet appropriately, Citizenship-proper use of toilets in school and at home				
Link to PCIs: Health education-personal hygiene, life skills-toileting skills, ESD-environmental education-use toilet materials			Link to Values: respect, care, responsibility.	
Links to other subjects: Language (KSL), Psychomotor and Creative Activities			Suggested community learning activity: Parents provision of toileting materials.	
Suggested Non formal activity to support learning:			Suggested Assessment: Oral questions, observation.	
Suggested resources: Real objects, pictures, toileting facilities/ materials, water				

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to;</p> <p>Identify toileting facilities for boys, girls and teachers in school. Identify the materials used for toileting at school.</p> <p>Communicate the need to for toileting in school.</p> <p>Demonstrate use of sanitary facilities properly to maintain good hygiene.</p>	<p>Learners are able to;</p> <p>Identify toileting facilities for boys, girls and teachers in school.</p> <p>Identify the materials used for toileting at school and communicate the need for toileting in school.</p> <p>Demonstrate use of sanitary facilities properly to maintain good hygiene.</p>	<p>Learners are able to;</p> <p>Identify toileting facilities for boys, girls and teachers in school.</p> <p>Identify the materials used for toileting at school.</p> <p>Communicate the need to for toileting in school. Demonstrate use of sanitary facilities properly to</p>	<p>Learners are able to;</p> <p>Identify toileting facilities for boys, girls and teachers.</p>

<p>Appreciate the need for having and using a toilet/latrine appropriately and even practice personal hygiene.</p>	<p>Appreciate the need for having and using a toilet/latrine appropriately.</p>	<p>maintain good hygiene.</p>	
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Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
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HEALTH PRACTICES	1.5 Foods (8 lessons 35 min each)	By the end of the sub strand the learners should be able to: a) Discuss the importance of proper feeding for our health b) Use clean hands or feeding items for feeding in school and at home(S) c) Demonstrate proper feeding habits during meal time (s) d) Clean feeding area at home and in school (s) e) Discuss the dangers of eating food from someone else mouth(k)	The learner(s): <ul style="list-style-type: none">• Discuss importance of eating food• Observe as the teacher demonstrate proper feeding habits• Practice the culturally appropriate feeding habits using clean or feeding items• Talk/sign about proper feeding habits• Watch videos on proper feeding habit• In small groups learners practice feeding themselves• Tell stories and sign sing songs on proper feeding habits/maintaining a clean feeding area• Be guided to clean their feeding area• Be guided to discuss the dangers of eating food from someone’s mouth	1) Why do we eat food? 2) Why should we use clean feeding items when feeding ourselves? 3) How do we eat? 4) How should we behave when eating? 5) Why should we clean our feeding area? 6) What are the dangers of eating from someone’s mouth
Core competence to be developed: Self-efficacy-feeding self, communication and collaboration –guided discussion, learning to learn-learning proper feeding habits.				
Link to PCIs: Health education-personal hygiene, not eating from other people’s mouth, Life skills-feeding self, ESD- environmental education-cleaning feeding areas.			Link to Value: care, responsibility	
Links to other subjects: Psychomotor and creative activities, Music and movement, Language (KSL			Suggested community learning activity:	

	Parental engagement-reinforce clearing feeding areas
Suggested Non-formal activity to support learning: Participation in parties and ceremonies	Suggested Assessment: observation, questions
Suggested resources: charts, videos, realia (feeding items)	

ASSESSMENT RUBRICS			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to:</p> <p>Discuss the importance of proper feeding for our health.</p> <p>Use clean hands or feeding items for feeding in school and at home.</p> <p>Demonstrate proper feeding habits during meal time.</p> <p>Clean feeding area at home and in school.</p>	<p>Learners are able to:</p> <p>Discuss the importance of proper feeding for our health.</p> <p>Use clean hands or feeding items for feeding in school and at home.</p> <p>Demonstrate proper feeding habits during meal time.</p> <p>Clean feeding area at home and in school and</p>	<p>Learners are able to:</p> <p>Discuss the importance of proper feeding for our health.</p> <p>Use clean hands or feeding items for feeding in school and at home.</p> <p>Demonstrate proper feeding habits during meal time and clean feeding area at home and in school.</p>	<p>Learners are able to:</p> <p>Feed self-using clean hands or feeding items with the help from others.</p>

Discuss the dangers of eating food from someone else mouth and even serve food at home	discuss the dangers of eating food from someone else mouth		
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Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 NATURAL ENVIRONMENT	2.1 Plants (6 lessons of 35	By the end of the sub strand the learners should be able to: a) Identify the plants found at home and in the school environment (k)	<ul style="list-style-type: none"> • Learners name plants found at home and in the school environment • Learners take a walk in the school compound to name plants within their school environment • Learners to identify the useful and harmful plants at home and school environment 	<ol style="list-style-type: none"> 1) Which plants are found at home and school environment? 2) Which plants are useful? 3) Which plants are harmful?

	Min each)	b) Name plants found at home and in school environment. (k) c) Classify useful and harmful plants found at home and school environment (S) appreciate plants found at home and school environment(a)	<ul style="list-style-type: none"> • In groups learners tell/sign stories about useful and harmful plants • Learners give their experiences with harmful plants • Match and pair pictures of useful and harmful plants • Learners paste picture cut outs of useful and harmful plants found at home and school environment • Learners mount leaves of plants found within the school compound • -learners sing signed songs, about plants found at home and school environment • -Talk/sign about what to do when a learner is injured 	4) What are the dangers of harmful plants? 5) What is the importance of plants?
Core competence to be developed: critical thinking and problem solving-coming up with what to do when in contact with dangerous plants, learning to learn-when identifying the plants, communication and collaboration-in discussion(KSL), imagination and creativity-discuss in groups, self-efficacy.				
Link to PCIs: ESD- Environmental education identifying the plants, life skills-when identifying the plants, ESD-safety and security- coming up with what to do when in contact with dangerous plants			Link to Value: Care, responsibility, unity	
Links to other subjects: creative, mathematics, music and movement, language(KSL)			Suggested community learning activity: parental engagement in identifying plants	
Suggested Non formal activity to support learning: Classifying useful and harmful plants under guidance of community members			Suggested Assessment: oral questions and observation	
Suggested resources: charts, videos, realia, pictures				

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to:</p> <p>Consistently identify the plants found at home and in the school environment.</p> <p>Name plants found at home and in school environment</p> <p>Classify useful and harmful plants found at home and school environment.</p> <p>Appreciate plants found at home and school environment</p> <p>water trees in schools</p>	<p>Learners are able to:</p> <p>Identify the plants found at home and in the school environment.</p> <p>Name some plants found at home and in school environment.</p> <p>Classify some useful and harmful plants found at home and school environment.</p> <p>Appreciate plants found at home and school.</p>	<p>Learners are able to:</p> <p>Occasionally identify the plants found at home and in the school environment.</p> <p>Irregularly names plants found at home and in school environment.</p> <p>Lowly classifies useful and harmful plants found at home and school environment.</p>	<p>Learners are able to:</p> <p>Identify the plants found at home and in the school environment but with assistance.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge	Suggested Learning Experiences	Key Inquiry Question(s)

		(k), skills (s) and attitudes (a)		
NATURAL ENVIRONMENT	2.2 Animals (7 lessons of 35minutes each)	By the end of the sub strand the learners are able to: a) Identify animals found at home and school environment b) name animals found at home and at school c) Classify animals found at home and school environment d) Identify useful and dangerous animals found at home and school environment e) Appreciate the animals found at home and school environment.	<ul style="list-style-type: none"> • Learners identify animals found at home and school environment by taking a school tour. • Learners walk around and name the animals found within school compound • Learners identify the dangerous animals at home and school environment • In pairs, learners discuss the dangerous animals • Sort and group pictures of dangerous animals from a picture book. • Learners colour pictures animals from a picture book. • Singing signed songs about animals • Learners to watch videos on animals • Teacher advice pupils to take precautions when handling animals. 	1) Which animals are found at home and school? 2) Which animals are dangerous to you?
Core competence to be developed: Communication and Collaboration-discussing in pairs, Self-efficacy- while taking , Digital literacy- watching videos; Critical thinking and problem solving- when confronting dangerous animals				
Link to PCIs: Environmental education. Learners identify animals kept at home. Education for Sustainable Development (ESD)- safety and security- identifying dangerous Animal welfare; identifying animals found at home and school environment			Link to Value: love, kindness, care and responsibility.	

<p>Links to other subjects:Mathematics, Creative, Language [KSL],Psychomotor, Music and Movement</p>	<p>Suggested community learning activity: Learners helped by parents to discuss about harmful animals, Learners helping elderly to graze some of domestic animals.</p>
<p>Suggested Non formal activity to support learning: Learners interacting with animals found at home, school environment and keeping pets at home.</p>	<p>Suggested Assessment: oral questions, Observations</p>
<p>Suggested resources: - Realia, Picture cut outs; flash cards; Picture books; crayons, paper; videos</p>	

<p>ASSESSMENT RUBRICS</p>			
<p>Exceeds expectation</p>	<p>Meets expectation</p>	<p>Approaches expectation</p>	<p>Below expectation</p>

<p>Correctly identify animals found at home and school environment.</p> <p>Constantly names animals found at home and at school.</p> <p>Highly classifies animals found at home and school environment.</p> <p>Identify useful and harmful animals found at home and school environment</p> <p>Highly appreciates the animals found at home and school environment even keep pets at home</p>	<p>Observes and identifies animals found at home and school environment.</p> <p>Name animals found at home and at school.</p> <p>Classify animals found at home and school environment.</p> <p>Identify useful and harmful animals found at home and school environment.</p> <p>Appreciate the animals found at home and school environment.</p>	<p>Occasionally identifies animals found at home and school environment.</p> <p>Irregularly names animals found at home and at school. Classify animals found at home and school environment.</p> <p>Sometimes identifies useful and harmful animals found at home and school environment.</p>	<p>Unable to identify animals found at home and school environment but with assistance.</p>
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Strand	Sub-strand	Specific Learning Outcomes knowledge	Suggested Learning Experiences	Key Inquiry Question(s)
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		(k), skills (s) and attitudes (a)		
NATURAL ENVIRONMENT	2.3 WEATHER [wind] (7 lessons) 35mins each)	<p>By the end of the sub strand the learners should be able to:</p> <p>a) Discuss and observe weather changes and respond appropriately [k]</p> <p>b) Recognize presence of wind through observation at school(K)</p> <p>c) construct propellers and kites at school(s)</p> <p>d) Enjoy playing with the wind at school (a)</p> <p>e) Appreciate different weather changes and dress accordingly (a)</p>	<ul style="list-style-type: none"> • Learners are guided to discuss and name weather changes.(windy, sunny, rainy cloudy) • Learners take a walk round the school and observe the movements of tree branches and leaves. • In pairs learners construct of kites and propeller • Learners play with propeller, kites and balloons fly • Learners engage in inflating, deflating, and bursting balloons • In groups learners could compete playing with kites, balloons and kites • Observing different dressings in pictures and video • Learners sign sing songs about different weather changes 	<ol style="list-style-type: none"> 1) How do you feel when you go out on a sunny day, under the shade and out of the shade? 2) How do you tell the presence of wind? 3) What happens when you blow air in a balloon? 4) What will happen when you pierce, untie or open an inflated balloon? 5) How do you dress when it is raining?
<p>Core competence to be developed: learning to learn-playing with kites, balloons and propellers, dressing according to the weather, creativity and imagination- construction of propellers and kites, critical thinking –dressing according to weather changes, Self-efficacy- expressing whether feeling hot or cold.</p>				
<p>Link to PCIs: ESD – Environmental education: observing weather changes, Health Education –chronic diseases- dressing according to weather changes, citizenship- right to play. Playing together with propellers, kites, learner support programmers- sports and games playing with kites and propellers, Life skills self-esteem, cooperation –playing with kites</p>			<p>Link to Values: Unity, social responsibility</p>	

Links to other subjects: Language (KSL), music and movement, creative and psychomotor	Suggested Community Learning Activities: Learners help in tree planting in the community that will help as shades and wind breakers
Suggested Non formal activity to support learning: Parents help learners in developing materials like kites, guided tours	Suggested Assessment: Oral question, observation
Suggested resources: balloons, kites, propellers, flutes (hollow objects), realia (trees)	

ASSESSMENT RUBRICS			
Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Correctly discuss and observe weather changes and respond appropriately.</p> <p>Highly recognize presence of wind through observation at school. Construct propellers and kites at school enjoy playing with the wind at school.</p> <p>Appreciate different weather changes and dress</p>	<p>Discuss and observe weather changes and respond appropriately.</p> <p>Recognize presence of wind through observation at school.</p> <p>Construct propellers and kites at school enjoy playing with the wind at school.</p> <p>Appreciate different weather</p>	<p>Learners are able to:</p> <p>Discuss and observe weather changes and respond appropriately. Recognize presence of wind through observation at school.</p> <p>Construct propellers and kites at school enjoy playing with the wind at school.</p>	<p>Learners are able to:</p> <p>Discuss and observe weather changes and respond appropriately with assistance.</p>

accordingly and draw a weather chart.	changes and dress accordingly.		
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Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
NATURAL ENVIRONMENT	2.4 WATER (7 lessons 35mins each)	By the end of the sub strand learners should be able to: a) Identify sources of water within their environment(k) b) Name sources of water within their environment(k) c) Discuss uses of water at home and in school(K) d) Discuss how to conserve water (s)	<ul style="list-style-type: none"> • Learners take a walk to identify sources of water within the school environment • Learners to be guided through a discussion on sources of water in their environment • Observe sources of water from picture book • Learners to discuss uses of water • Watch videos on different water sources and uses • Learners close taps when not in use 	<ol style="list-style-type: none"> 1) Where do we get water? 2) What are the uses of water? 3) How do we use water sparingly? 4) How do we conserve water?

		e) Participate in water activities in school and at home (s)	<ul style="list-style-type: none"> • Learners could be guided on how to use and re-use water properly • Children engage in water games e.g. water channeling, water bubbles, filling and emptying, construction of boats • Sign sing songs, related to water • Play water games using digital devices 	-
Core competence to be developed: Communication and collaboration-discuss sources of water Self-efficacy- using water sparingly, Learning to learn-opening and closing taps, Critical thinking and creativity- re using water,. Digital literacy- play games with digital devices				
Link to PCIs: Learner support programmers- playing water games, Health Education; personal hygiene-uses of water, ESD: environmental education-conserving water			Link to Value: love, unity, responsible	
Links to other subjects: Language (KSL), Psychomotor and creative, Music and movement			Suggested community learning activity: recycling of water, parental engagement identify sources of water, participating in water activities e.g. swimming, watering plants	
Suggested Non formal activity to support learning: Learners identifying sources and uses of water in school and at home, Closing taps of water when not in use at home			Suggested Assessment: Observations, oral questions	
Suggested resources: water, buckets, picture books, videos, play containers, charts				

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to:</p> <p>Correctly identify and name sources of water within their environment.</p> <p>Discuss uses of water at home and in school.</p> <p>Discuss how to conserve water.</p> <p>Participate in water activities in school and at home and use water sparingly</p>	<p>Learners are able to:</p> <p>Identify and name sources of water within their environment.</p> <p>Discuss uses of water at home and in school.</p> <p>Discuss how to conserve water.</p> <p>Participate in water activities in school and at home.</p>	<p>Learners are able to:</p> <p>Identify sources of water within their environment</p>	<p>Learners are able to:</p> <p>identify sources of water within their environment with help</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
NATURAL ENVIRONMENT	2.5 SOIL (7 lessons of 35 Min each)	<p>By the end of the sub strand earners to: -</p> <p>a) Discuss uses of soil in school and at home (k)</p> <p>b) Feel the different textures of soil (S)</p>	<ul style="list-style-type: none"> • Discuss uses of soil • Learners discuss different soil textures • Learners model with soil-learners manipulate different soil textures-to make bridges, build houses 	<ol style="list-style-type: none"> 1) What are the uses of soil? 2) How does soil feel? 3) What do we need to do

		c) Discuss the safety measures when playing with soil (k) d) Appreciate soil through playing with it safely(a)	<ul style="list-style-type: none"> • Sign sing songs on safety when handling soil • Discuss safety measures while playing with soil • Learners play with soil safely 	when playing with soil? 4) What safety measures do we need to observe when playing with soil?
Core competence to be developed: Communication and collaboration- discussion, self-efficacy-confidence in handling soil, learning to learn- learn safety measures to take when playing				
Link to PCIs: ESD- environmental education -safety when playing with soil, citizenship-child care and protection playing with soil safely, health education- personal hygiene, common, communicable diseases playing with soil safely			Link to Value: unity, care, social responsibility	
Links to other subjects: Language (KSL), music and movement			Suggested community learning activity: Parental engagement- guide on safety measures when playing with soil, parental involvement: participating in activities involving uses of soil	
Suggested Non formal activity to support learning: Planting of trees, moulding simple structures			Suggested Assessment: oral questions, observation	
Suggested resources: Sandpits, containers, charts, -picture books, Different types of soils (clay, loam and sandy soil)				

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
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<p>Learners are able to:</p> <p>Show clear uses of soil in school and at home.</p> <p>Feel the different textures of soil.</p> <p>Discuss clearly the safety measures when playing with soil.</p> <p>Highly appreciates soil through playing with it safely, sort and classify soils.</p>	<p>Learners are able to:</p> <p>Discuss uses of soil in school and at home.</p> <p>Feel the different textures of soil.</p> <p>Discuss the safety measures when playing with soil. Appreciate soil through playing with it safely</p>	<p>Learners are able to:</p> <p>Discuss uses of soil in school and at home.</p> <p>Feel the different textures of soil.</p> <p>Discuss the safety measures when playing with soil</p>	<p>Learners are able to:</p> <p>Discuss uses of soil but with the help of the teacher.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
NATURAL ENVIRONMENT	2.6 SOUND (6 lessons of 35 of	By the end of the sub strand learners should be able to: a) Identify sources of sounds within their local environment(k)	<ul style="list-style-type: none"> Teacher to discuss different sources of sounds in the environment Differentiating sound as loud or low through feeling vibrations and observation 	1) What are the different sources of sounds?

	Min each)	b) Differentiate tempo of sounds in the environment. (s) c) Manipulate different objects to produce sounds (s) d) Appreciate the different sounds in the environment(a)	<ul style="list-style-type: none"> • Imitate different sounds within the environment through observation • Hit objects to produce different sounds e.g. drums • play games to learn about different sounds in the environment • dancing and movement 	
Core competence to be developed: Communication and collaboration- telling sources of sounds, critical thinking and problem solving-telling different sounds, learning to learn, citizenship				
Link to PCIs: ESD-environmental education- identifying sources of sound in the environment, learn support programmes - club and societies ; dancing and movement			Link to Values: unity, social responsibility	
Links to other subjects: Music and movement, Language (KSL), Psychomotor			Suggested community learning activity: Learn from the community on how to produce sound from simple instruments, Reporting when they hear any strange sound.	
Suggested Non formal activity to support learning: playing and coming up with simple sound producing instruments at home			Suggested Assessment: Observation, questions	
Suggested resources: musical instruments, realia (birds and animals in the environment)-pictures, charts				

ASSESSMENT RUBRICS

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
<p>Learners are able to:</p> <p>Visualize and identify sources of sounds within their local environment. Differentiate sounds in the environment.</p> <p>Manipulate different objects to produce sounds. Appreciate the different sounds in the environment. Make simple instrument that produce sound.</p>	<p>Learners are able to:</p> <p>Visualize and identify sources of sounds within their local environment. Differentiate sounds in the environment manipulate different objects to produce sounds.</p> <p>Appreciate the different sounds in the environment.</p>	<p>Learners are able to:</p> <p>Visualize and identify sources of sounds within their local environment.</p> <p>Differentiate sounds in the environment and manipulate different objects to produce sounds.</p>	<p>Learners are able to:</p> <p>Visualise and identify sources of sounds within their local environment but with the help of the teacher.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
NATURAL ENVIRONMENT	2.7 Smell (5 lessons of 30	<p>By the end of the sub strand the learners should be able to:</p> <p>a) Identify the sources of smell in the environment (k)</p>	<ul style="list-style-type: none"> • Play blindfold games to identify substances that smell good and bad • Learners to be guided to sign about smell (good or bad) 	<p>1) What do you use to smell?</p> <p>2) Which are some of the</p>

	Min each)	b) Differentiate between good and bad smell in the environment(s) c) Appreciate good scent in the environment (a)	<ul style="list-style-type: none"> • Learners to smell things which are not dangerous • Sort and group substances that smell good and bad • Sign sing songs on good scent • Take learners for a walk and let them appreciate the good scent in the environment 	sources of smell? 3) Which substances smell good? 4) Which substances smell bad?
Core competence to be developed: Self-efficacy- confidence for learners who smell good, learning to learn-identifying good and bad smell, communication and collaboration-telling sources of smell, critical thinking and problem solving-smelling substances while blind folded				
Link to PCIs: Health education-personal hygiene- differentiating good and bad smell, life skills-identify food that smells bad , citizenship-child care and protection ; avoiding to eat bad food			Link to Value: love, unity, responsibility	
Links to other subjects: Music and movement, psychomotor, language (KSL), creative activities			Suggested community learning activity: Parental involvement ;assist with disposal of things that smell bad in the community	
Suggested Non formal activity to support learning: parental empowerment parental engagement in identifying good and bad smell at home			Suggested Assessment: oral questions, observation,	
Suggested resources: Food substances, plants, nature walk field trips-substances that smell good and bad				

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ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Identify the sources of smell in the environment. Differentiate between good and bad smell.</p> <p>Appreciate good scent and even enjoy staying in a clean environment.</p>	<p>Learners are able to:</p> <p>Identify the sources of smell in the environment, Differentiate between good and bad smell.</p> <p>Appreciate good scent.</p>	<p>Learners are able to:</p> <p>Identify the sources of smell in the environment. Differentiate between good and bad smell.</p>	<p>Learners are able to:</p> <p>Identify the sources of smell in the environment but with the help of the teacher.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)

NATURAL ENVIRONMENT	2.8. LIGHT (5 lessons of 35 minutes each)	By the end the sub strand the learners should be able to: a) Name the sources of light found in the environment(k) b) Discuss uses different sources of light effectively (s) c) Explain day and night for daily routines in school and at home d) Appreciate uses of light in day to day activities(a)	<ul style="list-style-type: none"> • Learners to discuss the sources of light found in the environment • Discuss objects that produce light • Learners perform simple experiments using sources of light • Learners practice switching on and off lights • Play blindfold games to appreciate light as cause of day and night • Learners observe shadows • Sign sing songs related to light 	<ol style="list-style-type: none"> 1) What are the sources of light? 2) What are the uses of light? 3) What do you see when you are blindfolded?
Core competence to be developed: Communication and collaboration-discussion on sources of light, critical thinking and problem solving-switch on light when dark, learning to learn-through experiments.				
Link to PCIs: Life skills; child care and protection- uses of light, learner support programmes – games energy conserving clubs, service learning and parental engagement – identifying sources of light.			Link to Value: care, social responsibility	
Links to other subjects; Music and movement, language (KSL), psychomotor			Suggested community learning activity: Parental engagement-children empowered not to play with sources of light e.g. fire	
Suggested Non formal activity to support learning: Learners to be guided how to put of some of the sources of light when not in use			Suggested Assessment: observation, question and answer	

Suggested resources: Sources of light (sun, torch, lamps, candle etc., piece of cloth

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Name the sources of light found in the environment.</p> <p>Use different sources of light effectively.</p> <p>Explain day and night.</p> <p>Appreciate uses of light and even switch off lights when not in use.</p>	<p>Learners are able to:</p> <p>Name the sources of light found in the environment.</p> <p>Use different sources of light effectively.</p> <p>Explain day and night, appreciate uses of light.</p>	<p>Learners are able to: Name the sources of light found in the environment.</p> <p>Use different sources of light effectively.</p> <p>Explain day and night.</p>	<p>Learners are able to:</p> <p>State the sources of light found in the environment but with teacher's and others assistance</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)

<p>3.0 ENVIRONMENTAL CARE AND SAFETY</p>	<p>3.1 CARE (8 lessons of 35 Min each)</p>	<p>Learners to:</p> <ol style="list-style-type: none"> Name cleaning materials in school and at home(k) Identify areas at home and classroom that require care(k) Demonstrate how handle cleaning materials at home and school appropriately (s) Appreciate cleaning materials in the home and school(a) Appreciate living in a clean environment in school and at home Appreciate the need to maintain a clean classroom (a) 	<ul style="list-style-type: none"> Learners naming different cleaning materials found at home and school Learners naming areas at home and school that require care e.g. kitchen, sitting room etc. Learners use identified cleaning materials Picking litter in the home compound and classroom and disposing them appropriately Learners to clean cleaning materials and store them appropriately Guide children to clean working areas after an activity e.g. after eating. Learners to sign sing songs based on maintaining a clean environment 	<ol style="list-style-type: none"> Which materials are used for cleaning the home and classroom? What do we need to do to keep our home/classroom clean? When do we clean our compound? Where do we put our waste materials?
<p>Core competence to be developed: Citizenship-caring for our environment, Communication and collaboration-developing rules, Critical thinking and problem solving-using a litter bin, Learning to learn-rules.</p>				
<p>Link to PCIs: Health education-Personal hygiene-living in a clean environment, ESD- environmental education - Identify areas at home and classroom that require care, service learning and parental engagement-cleaning compound at home, citizenship-child care and protection living in a clean environment - living in a clean environment, life skills...cooperation –picking litter at home and school and disposing them</p>			<p>Link to Values: care, unity, responsibility</p>	

Links to other subjects: Music and movement, psychomotor, language(KSL)	Suggested Community Learning Activity: visit the community and practice appropriate ways of cleaning home environment
Suggested Non formal activity to support learning: Participate in cleaning at home	Suggested Assessment: Observation, oral questions
Suggested resources: brushes, brooms, wiping cloths, litter bin	

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Identify cleaning materials.</p> <p>Identify areas at home and classroom that require cleaning, handle cleaning items and materials at home and school appropriately.</p> <p>Appreciate cleaning items and materials in the home and at school.</p> <p>Appreciate living in a clean environment and even</p>	<p>Learners are able to:</p> <p>Identify cleaning materials.</p> <p>Identify areas at home and classroom that require cleaning.</p> <p>Handle cleaning items and materials at home and school appropriately.</p> <p>Appreciate cleaning items and materials in the home and at school and</p>	<p>Learners are able to:</p> <p>Identify cleaning materials.</p> <p>Identify areas at home and classroom that require care.</p> <p>Handle cleaning items and materials at home and school appropriately.</p> <p>Appreciate cleaning items and materials in the home and at school</p>	<p>Learners are able to:</p> <p>Identify cleaning materials.</p> <p>Identify areas at home and classroom that require cleaning with the help of teachers and parents.</p>

participate in cleaning activities in the community	appreciate living in a clean environment		
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Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
ENVIRONMENTAL CARE AND SAFETY	3.2 SAFETY (6 lessons of 35 Min each)	By the end of the sub strand the learners should be able to; a) Identify/recognize safe and dangerous places, objects and activities in school and at home (K) b) demonstrate the ability to recognize safe and dangerous places, objects and activities (S) Express empathy where necessary (A) c) Appreciate the need for safety (A)	<ul style="list-style-type: none"> • Learners name dangerous places, objects, activities and games in their environment • Learners to role play crossing roads and rivers safely and how to recognize safe and dangerous places and activities. • Learner to discuss about the dangers of dangerous, places, objects, activities e.g. games and fire • Learners could be guided on how to report accidents • Learners to clean working areas after an activity 	<ol style="list-style-type: none"> 1) What are the dangerous places, objects, activities and games? 2) Where do we report incise of an accident?
Core competence to be developed: Communication and collaboration discussion, Critical thinking and problem solving- identifying and reporting incidences of safety, learning to learn-how to handle unsafe objects.				
Link to PCIs: ESD-disaster and risk reduction- recognizing safe and dangerous places, objects activities, Health Education-personal hygiene- recognizing safe and dangerous places, objects			Link to Value: Care, responsible	

activities, citizenship- child care and protection -avoid dangerous places, life skills-reporting accidents.	
Links to other subjects: Language (KSL), music and movement, psychomotor.	Suggested Community Learning Activities: Visit the nearest bridge , road, Parental engagement to provide safe play environment
Suggested Non formal activity to support learning: Avoiding dangerous places, objects, activities	Suggested Assessment: Oral questions, observation
Suggested resources: Realia, videos, flashcards	

ASSESSMENT RUBRICS			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learners are able to: Correctly identify/recognize safe and dangerous places.	Learners are able to: Identify/recognize safe and dangerous places. Objects and activities demonstrate on the ability	Learners are able to: Identify/recognize safe and dangerous places.	Learners are able to: Identify/recognize some safe and dangerous places. Objects and activities with help of teachers and classmates.

<p>Objects and activities demonstrate on the ability to recognize safe and dangerous places.</p> <p>Objects and activities express empathy where necessary.</p> <p>Appreciate the need for safety by avoiding dangerous places objects and activities.</p>	<p>to recognize safe and dangerous places.</p> <p>Objects and activities express empathy where necessary. Appreciate the need for safety.</p>	<p>Objects and activities and express empathy where necessary.</p>	
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Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
SOCIAL ENVIRONMENT	4.1 Myself (6 lessons of	Learners to: a) Identify themselves by sign names for social interaction in school and at home(k)	<ul style="list-style-type: none"> • Learners to be given sign names and identify themselves with them • Learners identifying their classmates by sign names 	<ol style="list-style-type: none"> 1) What is your name? 2) What is the name of your brother or sister? 3) Who is your friend?

	35mins each)	b) Identify classmates by sign names for social interaction in school and at home (s) Identifying body parts (head, hand and legs (k) c) Grouping boys and girls to appreciate their gender (a)	<ul style="list-style-type: none"> • Observe and sign pictures on body parts from charts • Sign singing songs on body parts • Be guided to identify body parts • Counting body parts • sing songs about their names and sex • group themselves according to sex • Picture reading categorizing boys and girl • Be engaged in self-directed activities with their classmates 	4) How many /legs/head do you have? 5) Are you a boy or a girl? 6) Who do you sit with?
Core competence to be developed: Learning to learn-interpersonal relationship, self- efficacy-identifying self by sign name and sex, collaboration and communication.				
Link to PCIs: Citizenship-social cohesion(interpersonal relationship-sign names of classmates), gender issues- grouping boys and girls to appreciate their gender, life skills-self-awareness, assertiveness, self-esteem- identifying self by sign name and sex.			Link to Value: Love, care, responsible	
Links to other subjects: Language (KSL), Psychomotor Activities, Music and movement, Mathematics, Creative activities.			Suggested Community Learning Activities: Parental engagement- parents to be guided to socialize children on gender equity irrespective of sex, Attend ceremonies	
Suggested Non formal activity to support learning: Show love toward their sibling at home			Suggested Assessment: Oral questions, observation	

Suggested resources: Charts, picture books,	

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Correctly identify themselves by sign names for social interaction in school and at home.</p> <p>Identify classmates by sign names for social interaction in school and at home.</p> <p>Identifying body parts (head, hand and legs).</p> <p>Grouping boys and girls to appreciate their gender and interact freely with school mates.</p>	<p>Learners are able to:</p> <p>Identify themselves by sign names for social interaction in school and at home. Identify classmates by sign names for social interaction in school and at home. Identifying body parts (head, hand and legs).</p> <p>Grouping boys and girls to appreciate their gender.</p>	<p>Learners are able to</p> <p>Identify themselves by sign names for social interaction in school and at home. Identify classmates by sign names for social interaction in school and at home.</p> <p>Identifying body parts (head, hand and legs).</p>	<p>Learners are able to:</p> <p>Identify themselves by sign names for social interaction in school and at home with assistance.</p>

STRAND	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
SOCIAL ENVIRONMENT	4.2 Our school (6 lessons of 35 Min each)	By the end of the sub strand learners should be able to a) Identify people working in the school(k) b) Appreciate the work done by people in school(a) c) Identify the structures found in the school(k)_ d) Identify the flag and the flag post(k)	<ul style="list-style-type: none"> • Learners be guided to identify people working in school by names • Role play work done by people in the school. • Talk about work done by people in the school • Walk round the school to identify and sign structures • Identify different structures on a chart • Colour the flag 	<ol style="list-style-type: none"> 1) What structures are found in the school? 2) Who are the people in school? 3) What work is done by different people in school? 4) What structures are found in the school? 5) What are the colours of the flag?
Core competence to be developed: Communication and collaboration-talk about work done, learning to learn- learning about work done by people in school, Citizenship, Patriotism.				
Link to PCIs: Life skills-knowing work done by people in school, Citizenship-flag, Learner support programmes-mentorship -on careers-people working in school			Link to Values: Patriotism, unity, responsibility	
Links to other subjects: Creative Activities, Language Activities, Mathematics Activities, Music and Movement, Psychomotor			Suggested Community Learning activities: Parental engagement-ask parents the kind of work they do and report to school	

Suggested Non formal activity to support learning: -Identify building and people working at home	Suggested Assessment: Question and answer, observation
Suggested resources: charts, colours, pictures books, realia	

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learners are able to: Identify people working in the school. Appreciate the work done by people in school. Identify the structures found in the school. Identify the flag and the flag post and interact freely with	Learners are able to: Identify people working in the school. Appreciate the work done by people in school. Identify the structures found in the school and Identify the flag and the	Learners are able to: Identify people working in the school. Appreciate the work done by people in school	Learners are unable to: Identify some structures found in the school. Some people working in the school with assistance

STRAND	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry
SOCIAL ENVIRONMENT	4.3 Home (5lessons 35 Min each)	By the end of the sub strand the learners should be able to: a) Correctly identify people at home for	<ul style="list-style-type: none"> • Learners to identify people by names in nuclear family • Learners to be shown videos of family members • Role play work done by people at home 	<ol style="list-style-type: none"> 1) Which people do you stay with at home? 2) What work is done by people at home? 3) Which buildings are found at home?

		familiarization with family members(k) b) Highly appreciate the work done by people at home(a) c) Identify buildings and things found at home(k) d) Appreciate clothes worn by different people at home(a)	<ul style="list-style-type: none"> • Be guided to sign about things in the home • Learners to identify things found at home from a chart and real object. • Model buildings found at home • Sign sing songs about thing and people found at home • Colour pictures of clothes 	4) What clothes are worn by people at home
Core competence to be developed: Learning to learn-learning about work done by people at home, self-efficacy-colouring, Communication and collaboration-discussing and role playing through signing.				
Link to PCIs: Learner support programmes-mentorship – people at home, Learning to leave together- people at home, Service learning and parental engagement-learning what their parents do to report in class			Link to Values: unity, respect, responsibility	
Links to other subjects: Psychomotor Activities, Language Activities(ksl), Creative Activities, Music and movement			Suggested Community earning activity: Parental mentorship in careers, Trips and travelling	
Suggested Non formal activity to support learning: Visit the nearest government office and market			Suggested Assessment: Oral questions, observation	

Suggested resources: Realia, videos and charts

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Identify people at home for familiarization with family members.</p> <p>Appreciate the work done by people at home.</p> <p>Identify buildings and things found at home.</p> <p>Appreciate clothes worn by different people at home.</p> <p>Participate in daily cleaning activities at home.</p>	<p>Learners are able to:</p> <p>Identify people at home for familiarization with family members.</p> <p>Appreciate the work done by people at home.</p> <p>Identify buildings and things found at home.</p> <p>Appreciate clothes worn by different people at home.</p>	<p>Learners are able to:</p> <p>Identify people at home for familiarization with family members.</p> <p>Appreciate the work done by people at home.</p> <p>Identify buildings and things found at home</p>	<p>Learners are able to:</p> <p>Identify some buildings and things found at home.</p>

STRAND	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
SOCIAL ENVIRONMENT	4.4 Interpersonal relationship (7	By the end of the sub strand learners should be able to:	<ul style="list-style-type: none"> • Be guided to identify situations where they can use courteous words 	<ol style="list-style-type: none"> 1) Under what situations do we use courteous words? 2) What words would you use to show courtesy?

	lessons 35mins each)	a) Identify situations where they can use courteous words for self-respect(K) b) Identify courteous words used at different situations(k) c) Use courteous words appropriately to enhance interpersonal relationship(s) d) Show etiquette in their interactions at home and in school(s) e) Appreciate the use of courteous words at home and in school. (a)	<ul style="list-style-type: none"> • Be guided to identify courteous words such as sorry, thank you, may I, excuse me. • Role play on the use of courteous words e.g.: hallo, sorry, thank you, please etc. • Be helped to use incidental learning to reinforce etiquette • In pairs or groups, they practice use of courteous words. 	3) What words do we use when greeting people/to show appreciation? 4) What do you tell someone who has done something good to you?
Core competence to be developed: Communication and collaboration-sharing materials through signing., Critical thinking and problem solving observing signed stories and answering questions, Self-efficacy-use of courteous words.				
Link to PCIs: Learner Support Programmes-learning to leave together; use of courteous words citizenship-social cohesion, integrity use of courteous words in interactions		Link to Values: Respect, responsibility, Peace		
Links to other subjects: Languages (KSL), Religious education, Psychomotor		Suggested Community Learning activity: Visit an elderly person to learn about etiquette in the community		
Suggested Non formal activity to support learning:		Suggested Assessment: Oral questions, observation		

Attend social gathering e.g. weddings, birthday party	
Suggested resources: Realia, videos, charts	

ASSESSMENT RUBRICS			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to:</p> <p>Correctly identify situations where they can use courteous words for self-respect. Identify courteous words used at different situations. Use courteous words appropriately to enhance interpersonal relationship. Show etiquette in their interactions at home and in school.</p> <p>Appreciate the use of courteous words at home and in school and live peacefully with one another.</p>	<p>Learners are able to: Identify situations where they can use courteous words for self-respect. Identify courteous words used at different situations.</p> <p>Use courteous words appropriately to enhance interpersonal relationship.</p> <p>Show etiquette in their interactions at home and in school.</p> <p>Appreciate the use of courteous words at home and in school</p>	<p>Learners are able to:</p> <p>Identify situations where they can use courteous words for self-respect. Identify courteous words used at different situations. Use courteous words appropriately to enhance interpersonal relationship. Show etiquette in their interactions at home and in school.</p>	<p>Learners are not able to:</p> <p>Identify some situations where they can use courteous words. Courteous words for such situations with help.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (K), skills (S) and attitudes (A)	Suggested Learning Experiences	Key Inquiry Question(s)
SOCIAL ENVIRONMENT	3.7 FOODS	Learners to: a) Observing types of food (s)	<ul style="list-style-type: none"> To observe different foods eaten at home in class 	1) Which foods do we eat at home?

	(6 lessons of 35 minutes each)	b) Identify food eaten at home(k) c) Naming different foods (K) d) Appreciate foods eaten at home(a)	<ul style="list-style-type: none"> • To identify foods eaten at home from a chart • Discuss about foods in groups • Sign sing songs on food • Be guided in naming different food • Colour pictures on foods • Watch videos of foods eaten by different communities 	2) What foods do you enjoy eating?
Core competence to be developed: Communication and collaboration-discussions on food, Learning to learn-different foods found in the community, Self-efficacy-self-expression on foods they eat.				
Link to PCIs: Life skills- observing and naming the foods eaten, Service learning and parental engagement-empower children to know the foods in their community			Link to Value: care, unity, social responsibility	
Links to other subjects: Language, Music and movement ,Creative Arts			Suggested community learning activity: Parental engagement-parents help to identify foods eaten	
Suggested Non formal activity to support learning: Visiting markets, hotels, Being around the kitchen			Suggested Assessment: Oral questions and Observation	
Suggested resources: Foods in the local community, charts, picture books, videos				

ASSESSMENT RUBRICS

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<p>Learners are able to: Consistently observe types of food from a chart.</p> <p>Identify food eaten at home, naming different foods.</p> <p>Appreciate foods eaten at home and eat healthy foods.</p>	<p>Learners are able to: Observe types of food from a chart.</p> <p>Identify food eaten at home, naming different foods and appreciate foods eaten at home.</p>	<p>Learners are able to: Observe types of food from a chart.</p> <p>Identify food eaten at home.</p> <p>Naming different foods found at home.</p>	<p>Learners are able to: Observe types of food from a Chart.</p> <p>Identify food eaten at home but with the help of the teacher.</p>

Strand	Sub-strand	Specific Learning Outcomes knowledge (k), skills (s) and attitudes (a)	Suggested Learning Experiences	Key Inquiry Question(s)
SOCIAL ENVIRONMENT	3.8 Dressing (5 lessons of 35 minutes each)	By the end of the sub strand the learners should be able to: a) Identify different clothes we wear at home(k) b) Name different clothes worn at home(s) c) Appreciate clothes we wear at homes(a)	<ul style="list-style-type: none"> • Observe and sign clothes that we wear • Name clothes worn at home from a chart • Colour clothes we wear at home • Role play by wearing traditional clothes • Resource person can talk to them about cultural attires 	<ol style="list-style-type: none"> 1) What clothes do you wear at home? 2) What clothes do people wear traditionally?
Core competence to be developed: Learning to learn-learning about clothes worn at home.				
Communication and collaboration-discussing traditional clothes worn at home. (KSL)				
Link to PCIs: Life skills-clothes worn at home, Citizenship-social cohesion; role play by wearing traditional clothes-resource person can talk to them about cultural attires			Link to Value: unity , peace, patriotism , social responsibility	

Links to other subjects: Creative activities, Language (KSL), Religious, Music and movement	Suggested community learning activity: Parental involvement-dress children according to their tradition
Suggested Non formal activity to support learning: Wearing traditional attires	Suggested Assessment: Oral questions, observation
Suggested resources: Cultural attires, picture books, drawing materials, charts, resource person	

ASSESSMENT RUBRICS			
Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learners are able to: Clearly identify different clothes we wear at home. Appreciate clothes we wear at homes and even draw and color them.	Learners are able to: Identify different clothes we wear at home. Appreciate clothes we wear at homes.	Learners are able to: Identify different clothes we wear at home.	Learners are unable to: Identify different clothes home but with the help of

PSYCHOMOTOR AND CREATIVE ACTIVITIES

ESSENCE STATEMENT

Enable learners to develop both fine and gross motor skills which are necessary for the control and co-ordination of the different parts of the body. These activities enhance exploration and development of personal talents as well as appreciation of cultural heritage.

Subject Learning Outcomes

By the end of the Pre-Primary the learner should be able;

1. Coordinate various body parts for movement, creativity and relaxation

2. Engage in creative, music and psychomotor activities independently and in groups for holistic development.
3. Share art, music and play materials and equipment for harmonious co-existence.
4. Improvise costumes, and play materials using locally available and recycled materials for creativity and self-reliance.
5. Appreciate own and other peoples’ cultures for preservation and transmission of our rich cultural heritage
6. Use ICT in play, music and creative activities for learning and enjoyment.
7. Observe safety and hygiene in play and learning environment for the learners’ wellbeing

Strand	Sub-strands Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.1 Drawing	By the end of the sub-strand the learner should be able to: a) Acquire simple picture making techniques through scribbling, doodling and dot jointing for fine muscle development. (K)	<ul style="list-style-type: none"> • Learners could be shown drawn charts and given drawing materials • Learners to doodle and join dots • Learners given room to give meaning to their drawn work 	<ol style="list-style-type: none"> 1) Whom do you meet every day? 2) What would you like to draw? 3) What do you see in the environment? 4) How do they look like?

		b) Draw simple pictures using drawing materials to enhance creativity. (S) c) Appreciate own and others drawn work (A)	<ul style="list-style-type: none"> Display their work and discuss own and others work 	
Core Competences: Self Efficacy as they give meaning to their drawn work, Imagination and Creativity – giving meaning to their drawing work, Communication and collaboration – learners discuss own and others work and Critical thinking and problem solving – joining dots to make pictures				
Link to PCIs: ESD: Safety and security: observe safety precautions while handling and using drawing tools.			Links to values: Sharing, responsibility, respect.	
Links to other subjects: Mathematical and Environmental activities.			Suggested community service learning: Let parents assist their children to collect materials for drawing.	
Non-formal activity to support learning: Bring materials for drawing from home.			Suggested assessment: Observation / demonstration, signed questions and answers.	
Resources charts, drawing materials e.g. pencils, crayons, charcoal, colored pencils, papers, strings to display their work				

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
The learner is able to differentiate picture making techniques Learner is able to draw through scribbling, doodling and dot joining Learner is able to draw pictures using various drawing materials.	The learner is able to differentiate picture making techniques Learner is able to draw through scribbling, doodling and dot joining	Learner is able to identify some picture making techniques Learner is able to draw pictures through some techniques	Learner has in challenges in identifying and signing drawing techniques Learner has challenges in identifying the drawing techniques Learner can only scribble

Learner is able to compare and evaluate own and others' work Learners are able to display their work in appropriate arrangement.	Learner is able to draw pictures using various drawing materials.	Learner is able to use some materials in drawing	
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Strand	Sub-strands Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.2 Colouring	By the end of the sub-strand the learner should be able to: a) Identify and sign the common colors in the environments for color mastery and association(K) b) Learners Color already drawn shapes using common colours. Using common colours for aesthetic value. (S) c) Appreciate own and others works. (A)	<ul style="list-style-type: none"> Learners should collect materials of different kinds/ colours from the environment Identify and classify various items that they have collected according to their colours. Learners to colour drawn shapes and other items. Display and discuss their coloured work in groups and in pairs and whole class. 	1) What items do you see in the environment and what colour are they? 2) What colours do you like?
Core competence: Critical thinking and problem solving –color identification/coloring drawn items, Communication and collaboration – discuss in groups and in pairs their colored work, Self-efficacy – during collection of materials, coloring and displaying own work				
Link to PCIs: ESD: Financial literacy: proper use of the materials. Learner Support Programme: clubs and societies: to enhance their creativity as they work on the items.ESD: Environmental awareness: Recognize colours in the environment.			Link to values: Respect, responsibility, sharing	
Links to other subjects: Environmental Activities and Language Activities			Suggested community service learning: Share knowledge on colours with friends and family members.	

Non-formal activity to support learning: Nature beautification by decorating tees with coloured ribbons.		Non-formal activity to support learning: Nature beautification by decorating tees with coloured ribbons.	
Resources: materials from local environment e.g. Leaves, flowers, stones, soil, grass, twig, charcoal, papers			
Suggested assessment: Observation / demonstration, signed questions and answers.			
Assessment Rubric			
Exceeds expectations	Meets expectations	Approaches expectations.	Below expectations
Learner is able to collect materials of different kinds/colours from the environment. Learner is able to identify/sign and classify various items they collected according to colours. Learner is able to colour within drawn shapes using common colours. Learner is able to guide others in colouring various shapes. Learner is able to display and evaluate own and other learners' work	Learner is able to collect materials of different kinds/colours from the environment. Learner is able to identify/sign and classify various items they collected according to colours. Learner is able to colour within drawn shapes using common colours. Learner is able to display and evaluate own and other learners' work Learner is able to display and evaluate own and other learners' work.	Learner is able to collect some materials of different kinds/colours with assistance Learner is able to identify/sign some items they have collected Learner is able to colour some shapes with assistance,	Learner has challenges in identifying and signing various items according to colour. Learner has challenges in colouring within drawn shapes.

Strand	Sub-strands Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions
1.0 PICTURE MAKING TECHNIQUES	1.3 Painting	By the end of the sub-strand the learner should be able to: a) Identify and sign different painting tools. (K) b) Develop simple painting tools (S) c) Create guided patterns using fingers and other developed painting tools. (S) d) Create free choice patterns using finger	<ul style="list-style-type: none"> • Nature walk as they identify different colors • Guide learners to make common paints using found materials. • Allow children to paint according to their own interest • Observe safety as learners use painting tools. • Learners to share painting materials in pairs or small groups • Display own painted work and gallery walk. • Wash and keep the brushes neatly and in the right place 	<ol style="list-style-type: none"> 1) What paint tools are you familiar with? 2) What do you need in painting? 3) How do you enjoy painting? 4) Show do you take care of yourself when painting? 5) What do you do after painting?

		<p>painting and other developed tools (S)</p> <p>e) Display and appreciate own and others' paintings (A)</p>			
<p>Core Competence to be developed: Imagination and Creativity- Paint freely, Communication and collaboration – share painting materials, Self-efficacy- as they display their painted work.</p>					
<p>Link to PCI: ESD: DRR: safe use of tools, ESD: Environmental Education: Identifying various color, Life Skills and value Education: Life skill: Critique others' work while accepting constructive criticism, ESD- Safe use of tools</p>			<p>Link to values: Sharing, respect, teamwork, responsibility.</p>		
<p>Link to other subjects: Environmental and Language Activities</p>			<p>Suggested Community service learning –Mentorship as they interact with parents and siblings.</p>		
<p>Non-formal Activity to Support Learning: Evaluate painted items by others.</p>			<p>Suggested Assessment: Observation / demonstration, signed questions and answers.</p>		
<p>Suggested Resources: water paints, water, improvised brushes, e.g. (stick brushes, sisal brushes, feather, maize cobs,) containers</p>					
<p>Assessment Rubric</p>					
<p>Exceeds expectation</p>		<p>Meets expectations</p>	<p>Approaches expectations</p>	<p>Below expectations</p>	

<p>Learner is able to identify different painting tools</p> <p>Learner is able to develop simple painting tools</p> <p>Learner is able to create patterns using finger painting and other painting tools</p> <p>Learner is able to guide others in groups on how to create various patterns</p> <p>Learner is able to use the best colour in each pattern</p>	<p>Learner is able to identify different painting tools</p> <p>Learner is able to develop simple painting tools</p> <p>Learner is able to create patterns using finger painting</p> <p>Learner is able to create free choice painting.</p>	<p>Learner is able to identify some of the painting tools</p> <p>Learner is able to develop few painting tools</p> <p>Learner is able to create few patterns through assistance</p>	<p>Learners have challenges in identifying painting tools</p> <p>Learner has challenges in developing painting tools</p> <p>Learner has challenges in creating patterns independent</p>
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Strand	Sub-strands Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions

1.0 PICTURE MAKING TECHNIQUES	1.4 Mosaic N.o of Lessons	By the end of the sub-strand learners are able to: a) Identify locally available materials for making mosaic items for creativity(K) b) Create simple items using mosaic technique for talent identification. (S) c) Appreciate the use of locally available materials for making mosaic (A)	<ul style="list-style-type: none"> • Collect materials for making mosaic items • Could guide learners to select materials for mosaic work • Could be shown various finished mosaic items • Give learners opportunity to create simple mosaic items • Observe safety when using materials • Discuss individual displayed work in groups and in pairs • Guided in appreciating own and others work as learners express their emotions. • Be guided on proper use of materials 	<ol style="list-style-type: none"> 1) What materials did you use to make mosaic items? 2) What should we use to make mosaic items? 3) Which activity did you enjoy most when making mosaic items?
Core-competence : Imagination and creativity – Creating mosaic items, Self-efficacy – discussing individual displayed work , Effective Communication Critical thinking,				
Link to PCI: Life Skill and value Education: Life skill: Self-esteem is boosted while they work in pairs and groups, ESD: DRR: Observe safety precautions as they work with materials, Financial literacy: on proper use of materials.			Links to values:	
Links to other subjects: Mathematical, environmental and Language activities			Suggested community service learning: Collect materials from the community for use in school	
Non-formal activity to support learning: Nature walk as they collect materials.			Suggested assessment: Observation / demonstration, signed questions and answers.	
Suggested Resources: scissors, glue, construction paper, white card stock, paper punch, tracing papers, assorted papers, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, wheat flour, cartoons, seeds.				

Assessment Rubric			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Learner is able to identify, name/ sign local available materials for making mosaic items</p> <p>Learner is able to create simple items using mosaic technique for talent identification</p> <p>Learner is able to collect more materials with different patterns</p> <p>Learner is able to guide others in groups on how to make mosaic and arrange their work in a creative and neat manner</p>	<p>Learner is able to identify, name/ sign local available materials for making mosaic items</p> <p>Learner is able to create simple items using mosaic technique for talent identification</p> <p>Learner is able to display and evaluate own and others' work</p>	<p>Learner is able to identify, name/ sign some of the local available materials for making mosaic items</p> <p>Learner is able to create few items using mosaic technique.</p> <p>Learner is able to display own work through assistance</p>	<p>Learner has challenges in identifying some materials for mosaic</p> <p>Learner has challenges in creating mosaic items</p>

Strand	Sub-strands Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude ((A)	Suggested learning experience	Key inquiry questions

1.0 PICTURE MAKING TECHNIQUES	1.5 Collage	By the end of the sub-strand the learner should be able to: (a) Identify materials used in creating collage pictures for familiarization. (K) (b) Select and stick different materials to make simple collage items for aesthetic value (S) (c) Express their feelings as they display their work and gallery walk (A)	<ul style="list-style-type: none"> • collect materials from their immediate environment • Select materials of their choice • Learners identify materials used for making collage • Stick different materials on the paper using glue, wheat flour, sap • Observe safety when using materials • Discuss their work in pairs, small groups and whole class • Display their work at the children display corner • Clean up the working area. • Proper use and storage of finished items. 	<ol style="list-style-type: none"> 1) Which items did you like making? 2) Where do we get materials for making collage? 3) What materials did you collect? 4) What materials did you use to make collage?
Core-competence to be developed: Critical Thinking – as they selecting materials; Communication and collaboration; - as learners discuss their work in groups and pairs, Imagination and creativity – as learners stick materials on paper, Self-efficacy – displaying own work				
Link to PCI's: Life skill and value Education: Life skills: self esteem as they evaluate and critique other learner' work, ESD: Environmental Education: taking care of the environment as they collect papers for use in their work.			Link to values: Sharing, respect, responsibility.	
Link to other subjects: Environmental, Mathematics, Language			Suggested community service learning: Collecting materials from the community for use at school.	
Non-formal activity to support learning: Share experience with others at home and school.			Suggested assessment: Observation / demonstration, signed questions and answers	
Suggested Resources: scissors, glue, construction paper, white card stock, paper punch, tracing papers, assorted papers, water paints, palettes, water containers, brushes, drawing pencils, crayons, learning laptops, wheat flour, cartoons, seeds.				

Assessment Rubric.			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Learner is able to collect various materials for creating collage pictures</p> <p>Learner is able to identify, name/ sign materials used in creating collage pictures for familiarization</p> <p>Learner is able to select and stick different materials to make simple collage items</p> <p>Learner is able to demonstrate his/her creativity through the finished work</p> <p>Learner is able to assist others in groups to work neatly</p>	<p>Learner is able to identify, name/ sign materials used in creating collage pictures</p> <p>Learner is able to select and stick different materials to make simple collage items</p> <p>Learner is able to various materials for creating collage items</p>	<p>Learner is able to identify, name/ sign some materials used in creating collage pictures.</p> <p>Learner is able to select and stick some materials to make collage items</p> <p>Learner is able to collect few materials for making collage items</p>	<p>Learner has challenges in identifying/ signing materials used in creating collage pictures</p> <p>Learner has challenges in selecting and sticking materials to make collage items</p>

Strand	Sub-strands	Specific learning outcomes knowledge	Suggested learning experience	Key inquiry questions

	Suggested Time: 35mins	(K), skill (S) and Attitude ((A)		
1.0 MODELLING	1.6 Modeling Technique	By the end of this sub-strand the learner should be able to: a) Acquire different modeling techniques for fine motor development (k) b) Model simple objects using different materials for creativity. (s) c) Have fun modeling different objects(A)	<ul style="list-style-type: none"> • Learners should collect modelling materials from the environment • Sort and select the modelling materials to use. • prepare selected materials for modelling • Share modeling materials in groups and in pairs. • Model an object of their choice. • display and gallery walk 	<ol style="list-style-type: none"> 1) What materials do you use for modeling? 2) How do you model 3) How do we use modelled items? 4) What do you like modeling?
Co-competence to be developed: Communication and collaboration when working in groups, Self-efficacy as they express their emotions during performance, Digital literacy- as they watch the electronic gadgets				
Link to PCI's: ESD: Environmental Education: While collecting clay for modeling from the environment. Learner Support Programme: clubs and societies while modeling various items in pairs, groups and individually.			Links to values: Sharing, responsibility, respect	
Link to other subjects: Language and Environmental and religious activities			Suggested community service learning: Visiting local community for collection of clay	
Non-formal activity to support learning: Conserve soil erosion.			Suggested assessment: Observation / demonstration, signed questions and answers.	
Suggested Resources: water, clay plasticine, containers				

Assessment Rubric.			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to identify/sign various materials used for modeling. • Learner is able to model various items. • Learner is able to collect various materials for modeling • Learner is able to sort, select and prepare materials for modeling. • Learner is able to guide others to select and prepare materials for modeling • Learner is able to assist others in groups to model various items. 	<ul style="list-style-type: none"> • Learner is able to collect materials for modeling. • Learner is able to sort, select and prepare materials for modeling • Learner is able to model various items • Learner is able to display and evaluate other learners' work 	<ul style="list-style-type: none"> • Learner is able to collect few materials for modeling • Learner is able to sort and prepare some materials for modeling • Learner is able to model some items 	<ul style="list-style-type: none"> • Learner has challenges in preparing materials • Learner has challenges in modeling items

Strand	Sub-strand Suggested Time:35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude (A)	Suggested learning experience	Key inquiry questions
8.0 Construction	8.1 3Dimension forms	By the end of this sub-strand the learner should be able to: (a) acquire skills to construct 3 dimension objects using found materials(K) (b) construct simple 3 dimension objects for creativity(S) (c) Arouse curiosity as they construct 3 dimension Objects and using simple play materials (A)	Learners should collect materials from the environment. Learners could be taken for nature walk to identify playing materials and 3 dimension objects. Learners should be guided on safety precautions when collecting and -working with materials learners interact with materials as they construct 3D Objects and simple playing materials have fun and enjoyment as they construct 3D objects and playing materials. Guide learners to evaluate own and others work store and care for materials and objects	What materials are found in the environment that can used to make 3D forms? What should you consider when col dimensional objects can you make from the objects? What 3lecting materials? How do you make 3 dimensional forms?
Core-competence to be developed, - Communication and collaboration -as they collect material. Critical thinking and problem solving –as they make and identify 3D objects, Creativity and imagination: while they make 3D items.				
Link to PCIs: ESD: DRR: observe safety precautions as they collect materials from the environment, ESD: financial literacy: storage and care of material			Link to values: Responsibility, teamwork, sharing, respect	

Link to other subjects: Mathematical, language and Environmental activities	Suggested community service learning: Mentor other children in the community on how to make 3D form items to enhance creativity.		
Non-formal activity to support learning: children organize gallery with materials they made and gallery walk.	Suggested Assessment: Observation / demonstration, signed questions and answers.		
Learning resources: materials from the environment e.g. carton boxes, curtains, plastic bottles blocks, bottle tops, maize cobs tins, sticks.			
Assessment Rubric			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Learner is able to collect materials from the environment for construction of 3D forms Learner is able to construct 3D forms with ease Learner is able to make simple play materials Learner is able to observe safety precautions as he/she makes objects. Learner is able to help others make 3D forms and play materials.	Learner is able to collect materials from the environment for construction of 3D forms Learner is able to construct 3D forms. Learner is able to make simple play materials. Learner is able to observe safety precautions as he/she makes objects	Learner is able to collect materials from the environment through assistance. Learner is able to construct 3D forms. Learner is able to make simple material wit assistance.	Learner has challenges in collecting materials from the environment Learner has challenges in constructing 3D objects.

Strand	Sub-strand Suggested Time:35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude (A)	Suggested learning experience	Key inquiry questions
9.0 Ornament	9.1 Beading No. of Lessons	By the end of this sub-strand the learner should be able to: a) Identify materials used for beading(K) b) Make beads using locally available materials for aesthetic(S) c) Appreciate own and others people's work(A)	<ul style="list-style-type: none"> • Learners should collect locally available materials • Learners to sort the materials to use • Learners could be guided on how to make beads. • Learners to work in pairs and in small groups when beading. • Observe safety as they bead • Displaying their work and gallery walk. • Practice proper storage. 	<ol style="list-style-type: none"> 1) Which materials did you collect? 2) What safety measures should you observe when collecting materials? 3) Which items did you make? 4) What will you use the made items for? 5) How are the different ornaments used?
Core-competencies to be used: Learning to learn- as they make beads, Imagination and creativity- as learners make the beads, Self-efficacy- as they make beads, display and gallery walk, ESD-safety as they do the beading				
Link to PCI- life skills- respect and working together, Citizenship and our diversity-use of ornaments by different communities.			Link to values:	
Link to other subjects: Environmental, language and mathematical activities and Religion.			Suggested community learning activities: learn beading from the community members, visit museums	
Suggested non-formal activity to support learning:			Suggested assessment:	
Learning resources- materials from the environments, readymade ornaments				

Assessment Rubric			
Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Learner is able to identify/ sign material used for beading.</p> <p>Learner is able to make ornaments using beads successfully.</p> <p>Learner is able to develop designs and patterns when beading</p> <p>Learner is able to guide other s to make ornaments using beads</p> <p>Learner is able to observe safety precautions as he/ she works</p>	<p>Learner is able to identify/ sign material used for beading.</p> <p>Learner is able to make ornaments using beads successfully.</p> <p>Learner is able to observe safety precautions as he/ she works</p>	<p>Learner is able to identify/ sign material used for beading.</p> <p>Learner is able to make ornaments using beads through assistance.</p> <p>Learner is able to observe safety precautions as he/ she with assistance</p>	<p>Learner has challenges in identifying/ signing materials used for beading</p> <p>Learner has challenges in making ornaments using beads</p>

Strand	Sub-strand Suggested Time: 35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude (A)	Suggested learning experience	Key inquiry questions
9.0 Ornament	9.2 Bracelet making	By the end of this sub-strand the learner should be able to: a) Identify different materials for making bracelets for innovation(K) b) Make simple bracelets using locally available materials for creativity(S) c) Appreciate own and others work(A)	<ul style="list-style-type: none"> • Learners collect materials from the environment. • Teacher to display sample bracelets. • Learners should sort materials for bracelets making. • Demonstrate ability to make bracelets using materials collected. • Making bracelets of their choice in pairs or small groups. • Observe safety during materials collection and in making bracelets. • Display the already made bracelets in the learners' creative corner. 	<ol style="list-style-type: none"> 1) What materials did you collect from the environment? 2) Which bracelets did you make? 3) Which materials did you use? 4) Which steps did you use in making the bracelets? 5) Which safety precautions did you observe during collection/use of materials?

Core-competencies: Communication and collaboration – working in pairs and in groups, Self-efficacy- during collection of materials, making and displaying of items, Critical thinking and problem solving-during material collection and selection and use.

Link to PCI- ESD- Environmental awareness

Link to values: Responsibility, unity.

Link to subjects- Mathematical, environmental and language activities

Suggested Community Service Learning Activities: Learners are helped by parents to develop mathematical skills in attending to environmental.

non-formal activities to support learning- nature walk to collect materials

Suggested assessment: Oral/signed questions, observation checklist.

Learning resources-Materials from the environment, sample bracelets, beads, seeds, threads, strings, fresh sticks, clay models, maize cobs.

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to collect and sort appropriate materials for making bracelets • Learner is able to identify/ sign materials for making bracelets • Learner is able to use local available materials to make bracelets with ease • Learner is able to guide others in making bracelets using the available materials • Learner is able to evaluate own and other learners' work 	<ul style="list-style-type: none"> • Learner is able to collect and sort appropriate materials for making bracelets • Learner is able to identify/ sign materials for making bracelets • Learner is able to make bracelets using local available materials • Learner is able to display her own work 	<ul style="list-style-type: none"> • Learner is able to identify/ sign materials for making bracelets • Learner is able to collect and sort appropriate materials for making bracelets with assistance 	<ul style="list-style-type: none"> • Learner has challenges in collecting appropriate mater for bracelets making. • Learner has challenges in making bracelets

Strand	Sub-strand Suggested Time:35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude (A)	Suggested learning experience	Key inquiry questions
10.0 CREATING AND COMPOSING	10.1 RHYTHMIC PATTERNS No. of Lessons	By the end of this sub-strand the learner should be able to: a) Acquire skills of creating rhythmic patterns using body for strength and body coordination(K) b) Creating various rhythmic patterns for talent development(S) c) Enjoy playing simple percussion instruments(A)	Learners to create free rhythmic pattern. should watch videos on different rhythmic patterns. Identify percussion instruments to use. Practice playing simple percussion instruments in pairs and in small groups. Observe safety as they play and create rhythmic patterns Practice safe storage of the materials.	1)How do you create rhythmic patterns? 2)What are the percussion instruments used to create rhythmic patterns? 3)Which percussion instrument did you use? 4)How do you play different percussion instruments?
Core-competence -Digital literacy-as they watch videos, Critical thinking and problem solving- as they play percussion instruments and creating rhythmic patterns, Imagination and creativity-as they create free rhythmic patterns, Communication and collaboration-as they repeat verbal and non-verbal communication.				
Link to PCIs and value: ESD –safety, Life skills- cooperation as they play percussion to create rhythmic patterns			Link to value :Responsibilitiy, unity.	
Link to other subjects; environmental, mathematical and language activities.			Suggested Community Service learning activities: visit museums/dram and music festivals.	
Suggested non-formal activity to support learning:			Suggested Assessment: Oral/signed song questions.	

Learning resources; simple percussion instruments, electronic gadgets.

Assessment Rubric

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<ul style="list-style-type: none"> • Learner is able to create various rhythmic patterns using her/his body • Learner is able to identify/ sign various percussion instruments • Learner is able to play simple percussion instruments • Learner is able to guide others on how to play some percussion instruments • Learner is able to observe safety precautions when playing percussion instruments 	<ul style="list-style-type: none"> • Learner is able to create various rhythmic patterns using her/his body • Learner is able to identify/ sign various percussion instruments • Learner is able to play simple percussion instruments • Learner is able to observe safety precautions when playing percussion instruments 	<ul style="list-style-type: none"> • Learner is able to create various rhythmic patterns using her/his body • Learner is able to identify/ sign various percussion instruments • Learner is able to play simple percussion instruments with assistance 	<ul style="list-style-type: none"> • Learner has challenges in creating rhythmic patterns • Learner has challenges in identifying signing percussion instruments • Learner has challenges in playing simple percussion instruments

Strand	Sub-strand Suggested Time:35mins	Specific learning outcomes knowledge (K), skill (S) and Attitude (A)	Suggested learning experience	Key inquiry questions
11.0 Fun games	11.1 Modern and traditional games. No. of Lessons	By the end of this sub-strand the learner should be able to: (a) Identify and sign name various traditional and modern games for performance (k) (b) perform different traditional and modern games for enjoyment(S) (c) Appreciate self and other learners performance. (A)	<ul style="list-style-type: none"> • Should collect materials from home and neighborhood. • Learners identify and sign name the various traditional and modern games played in the community. • Give opportunity to perform traditional and modern games in pairs, small groups and whole class. • Observe safety when performing various traditional and modern games. • Practice proper storage of playing materials. 	<ol style="list-style-type: none"> 1) where do we get the materials for traditional and modern games from? 2) What are the various traditional and modern games performed in the community? 3) What are the fun games you played? 4) What are the fun games you enjoyed? 5) How did you play the games? 6) What should we observe when collecting materials for the games?
Core-competence to be developed; Communication and collaboration – as they work in pairs and small groups, Self-efficacy – as learners perform singing games, Digital literacy- use of electronic gadgets.eg video, Citizenship- perform singing games from different cultures				
Links to PCIs: Citizenship and diversity			Links to Values: Respect for each games(modern and tradition).	
Links to other subjects: Religious Education.			Suggested community Service Learning activities: Learners identify roles of games.	

Non-formal activity to support learning: Invite a resource person to enlighten them about the morals and values in the singing games.	Suggested assessment: Singing signed modern and traditional songs.
Suggested resources- electronic, gadgets, flywhisk, sisal skirts, make ups, lessons, whistles, banana fibres, shakers, jingles, sticks drums.	

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
<p>Learners should show clear understanding of modern and traditional songs.</p> <p>Demonstrate the etiquette required when sign signing modern songs.</p>	<p>Learners should show a clear understanding of words in modern and traditional songs.</p> <p>Demonstrate etiquette when sign signing modern songs.</p>	<p>Learners should show a clear understanding of words in modern and traditional songs.</p>	<p>Learner can sign sing the modern song but unable to demonstrate etiquette.</p>

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